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STATE OF NEW YORK.

DEPARTMENT
OF
PUBLIC INSTRUCTION.

✓
FORTY-FIRST ANNUAL REPORT

OF THE
STATE SUPERINTENDENT

For the School Year Ending July 31, 1894.

VOL. II.

TRANSMITTED TO THE LEGISLATURE JANUARY 2, 1895.

ALBANY:
JAMES B. LYON, STATE PRINTER.
1895.

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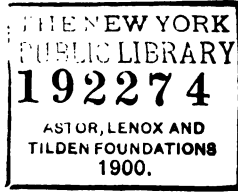
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EXHIBIT NO. 8.

VILLAGE SUPERINTENDENTS.

- 1. NAMES AND POST-OFFICE ADDRESSES.**
 - 2. WRITTEN REPORTS.**
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VILLAGE SUPERINTENDENTS.

1. LIST OF SUPERINTENDENTS.

Villages.	Superintendents.
Albion.....	F. A. Greene.
Batavia.....	John Kennedy.
Canandaigua.....	J. C. Norris.
Catskill.....	Edwin S. Harris.
Cortland.....	C. V. Coon.
Flushing, U. F. S., district No. 5.....	John J. Chickering.
Flushing, U. F. S., district No. 7.....	Mary L. Lyles.
Geneva.....	William H. Truesdale.
Glens Falls.....	Sherman Williams.
Hoosick Falls.....	A. G. Clement.
Jamaica, U. F. S., district No. 4.....	William J. Ballard.
Jamaica, U. F. S., district No. 7.....	Cyrus E. Smith.
Johnstown.....	William S. Snyder.
Lansingburgh.....	George F. Sawyer.
Little Falls.....	Thomas A. Caswell.
Malone.....	Sarah L. Perry.
New Rochelle.....	Isaac E. Young.
North Tonawanda.....	Clinton S. Marsh.
Norwich.....	E. W. Griffith.
Nyack.....	Ira H. Lawton.
Oneonta.....	N. N. Bull.
Oswego.....	Edwin P. Recordon.
Plattsburgh.....	James C. Riggs.
Port Jervis.....	John M. Dolph.
Saratoga Springs.....	Thomas R. Kneil.
Seneca Falls.....	F. S. Porter.
Sing Sing.....	J. Irving Gorton.
Tonawanda.....	F. J. Diamond.
Waterford.....	Alexander Falconer.
Westchester.....	Michael E. Devlin.

2. REPORT OF VILLAGE SUPERINTENDENTS.

ALBION.

FREEMAN A. GREENE, *Superintendent.*

Change of Teachers.

There have been several changes in the corps of teachers in our high school. Mrs. H. L. McChesney, preceptress for the past 12 years, resigned to spend a year abroad. Miss K. M. Cochrane is employed in the Teachers' College, New York city. Miss Hamet C. Paul, our teacher of physical culture, vocal music and elocution, has accepted a position in the school at her home. We were fortunate in securing Miss Anna F. Barrett, a graduate of Cornell; Miss Grace Fisher, of Vassar; and Miss Elvira Cousins, of Emerson College, Boston, to fill their places.

We have had a very successful year. A course in general literature for all the grades below the high school has been arranged since my last report, which I give at this time.

Course in Literature for all Grades.

Hamilton Mabie, in his "Studies in Literature," says: "At the first glance nothing seems so heterogeneous as a great library; no creations of human skill and industry seem so entirely unrelated to each other as books. They come together from the ends of the earth; they wear garments of different cut and hue; thousands of years divide them. Have they anything in common? They have so many things in common that we can not get at the heart of any one of them until the things that unite them are far more clear and impressive to us than the things which divide them. When the masterpieces of the great writers stand side by side, the thought of literature as an art practiced by all the great races, as a revelation of the individual soul and of the common life of men unified by certain common qualities, and bound together by deep and vital relationships, dawns upon us.

"It is the opportunity of most people to read many books; it might be the good fortune of many to study literature; to read books; that is, not as unrelated fragments, but as the illustrations of the greatest of the arts; the art through which the soul of man reveals itself under all historic conditions."

It is the aim of the following outline of reading to awaken an interest in the children's minds for good books. The list is merely suggestive rather than exhaustive, to be carried out in this manner.

We are indebted to Miss Mary E. Burt for suggestions. Every Friday afternoon is devoted to this work in each school.

First Year.

Story telling; reading to the pupils; before Christ; story of Daniel in the Lion's Den; Scudder's Book of Fables; Cinderella; Scudder's Folk Stories; Red Riding Hood (present); Story of the Prodigal Son; Three Bears; Rainbows for Children, Lydia Childs; Puss in Boots; The New Year's Bargain, Coolidge; Ugly Duckling.

Second Grade.

Noah's Ark; Scudder's Book of Fables; Story of Jonah (present); Queer Little People, Mrs. Stowe; Fairy Stories; Adventures of a Brownie, Mrs. Craik; Story of the Loaves and Fishes.

Third Grade.

Myths (present); Cats and Dogs; Hercules; Robinson Crusoe; Sampson; Stories from American History, Praht; Virgil's Story of the Wooden Horse; Black Beauty; Bible stories; Memory Gems, North End and others.

Fourth Grade.

King Midas (present); Firelight Stories, L. C. Moulton; Stories from Scudder; Fanciful Tales, Stockton; Pygmalion and Galatea; Wonder Brook, Hawthorne; Claws and Hoofs; Memory Gems from Longfellow and others.

Fifth Grade.

Reading at school.—Wonder Book, Hawthorne; Homer, Hanson; Arabian Nights, Eliot (present); Wings and Fins; Story of Patsy, Wiggin.

Home reading.—Little Lord Fauntleroy; Cricket on the Hearth, Dickens; Prince and the Pauper, Clemens; Fairy Tales, Grimm's; Tales from Shakespeare, Pratt; Memorize, Barefoot Boy; Brook; Tennyson.

Sixth Grade.

Myths; Stories of the Golden Age, Baldwin; Jupiter, Mercury; Tales of Ancient Greece, Cox; Virgil, Hanson (present); Tales

from Shakespeare, Lamb; Cortes and Montezuma; Story of a Bad Boy, Aldrich; Being a Boy, Warner; Old Fashioned Girl, Alcott; Little Women, Alcott; Little Men, Alcott; Memorize, Chambered Nautilus, Bell of Atri, Longfellow; Anecdotes.

Seventh Grade.

Myth of Cupid, Apollo, Orpheus; A Bit of Possible History, Hale; Greek Heroes, Kingsley; Lamb's Shakespeare; Stories of the Revolution, Riedesel; The Knights; Tale from Chaucer; Tom Brown's School Days; Hunting of the Deer, Warner; Undine, Fouque; Alhambra, Irving; Girls Who Became Famous, Bolton; Boys Who Became Famous, Bolton; Poems from Lowell; Poems from William Writter.

Eighth Grade.

Bird's Eye View of the World, Reclus; Sir Launfol, Lowell; Drummond's Essay, "First;" Dialogues, Lucian; Memorize, The Legend Beautiful, From J. Whitcomb Riley; Light of Asia, Arnold; Zig Zags, Butterworth; Child's History of England, Dickens; History of Rome, Younge; History of France, Younge; History of Germany, Younge; Grandfathers' Tales, Scott; Ben Hur, Evangeline.

High School.

Charles A. Hamilton, A. M., principal of our high school, makes the following report: The Albion high school, at the present time, performs three co-ordinate, yet distinct, functions; co-ordinate in that they are all legitimate functions of secondary education and are merely preparatory to something beyond; distinct in the ultimate purpose of each. The great majority of those who enter our high school never get beyond it, or even complete one of its prescribed courses. This year it graduated eight, while 45 earned the right to be enrolled as academic pupils. For such, the high school is a finishing school as far as systematic general education is concerned.

The youth of our community passes from its halls to engage in business, or, perhaps, to study, along some professional line, but their general education is ended. A perusal of our courses of study will show that the school is, speaking from a high school basis, very well adapted to the performance of this function, that of preparing its students to be useful citizens.

Our course in mathematics and bookkeeping, while not going into all the details of a business college course, does give the fundamental principles upon which all business transactions and all methods of bookkeeping are based. In history, litera-

ture and civics it is our policy not to confine our instruction to bare facts, but to supplement the facts by calling attention to their significance, laying stress upon the meaning of historic events and great literary productions and showing that the foundation and present Constitution of our government is in accordance with certain underlying principles.

The generosity of our board of education has given us a very well-equipped physical and chemical laboratory, in which the laws of nature as learned from the text-book may be proven, not by the instruction simply, but by the pupil with his own hand. In geology and botany special efforts are made to encourage original investigation and personal work in collecting and analyzing the flora and fossils of our own locality.

An increasing amount of attention is given to the study of our mother tongue, the English, and, side by side with textbook studies in advanced English, English composition and rhetoric, we require regular preparation of essays and recitations, to the end that our pupils may acquire clearness in writing and facility in utterance in the presence of an audience.

Pupils who wish to embody in their course some language, either ancient or modern, may spend from one to four years with standard authors, in Latin, Greek, French or German.

The most progressive schools of the State, among which we are proud to number ours, have, within the past few years, introduced special instruction in drawing and vocal music; while the pursuit of these subjects is not obligatory in our high schools, pupils may continue at their option the work begun in the lower grades.

Meanwhile, while improving the mental part of their being by any of the above-mentioned work, our pupils have the privilege of pursuing under a competent instructress, a system of physical culture second to none, thereby keeping development of the body apace with that of the mind, and acquiring a perfection of physique and grace of carriage so often lacking in the mere book worm.

A second function of our schools is the giving of a certain amount of professional instruction to those who intend to serve the educational interests in the capacity of teachers. Throughout the year this normal work is carried on in two periods daily and not only in the theory of instruction professional morality and discipline taught, but actual teaching and class management is required. This work is under the supervision of the State department and the class is regularly visited by the State inspector. Tuition is remitted to nonresidents taking the course, and the practical good the work to those expecting to teach, is proven

by the fact that school commissioner and trustees apply for a teacher who has taken our normal work.

The third function which our high school performs in the preparation of those who expect to pursue a general course in some higher institution of learning. While the number of our students who enter college yearly is small, it is gradually increasing, and this division of our work is by no means its least important, for we can hold up a college course as the ideal for which all of our pupils may work, and the standard of any institution is elevated in proportion as its ideal is a lofty one. It is the intention of our college entrance course to prepare the children of our patrons to enter the best colleges in the country, in many of which we now have representatives.

If we add to this brief outline of the high-school work the statement that its value in the formation of good habits and character, is proven by the few cases of discipline which we have to meet, and the general spirit of respect for authority and of attention to work which characterizes the pupils, we have described an institution which our citizens, one and all, will do well to encourage, that its present standard may be maintained and improved as advancement in methods and courses makes progress necessary.

BATAVIA.

JOHN KENNEDY, *Superintendent.*

Prosperous Schools.

Our schools have enjoyed a year of prosperity. The health of the village has been exceptionally good, and no contagious disease has invaded our schools. We have, consequently, had a high average attendance. No vacancies occurred in our teaching force during the year. One teacher was added to the force, making now thirty in all. Our schools closed as usual for the teachers' institute, and our teachers expressed themselves highly pleased with the instruction given there. We are endeavoring to perfect our methods, primary and advanced. We find a great leverage to this end in the teachers' meeting. We have started a system of portfolios for keeping a permanent and progressive exhibit of school class-work. We find this very stimulating, and also very helpful in the way of getting the work understood and appreciated.

We try to avoid slavish uniformity in the work; but by means of the teachers' meeting, the portfolios, and cross visitations, we

are getting what I regard as a healthy homogeneity. We think that a system of schools should reflect at once the spirit and the purposes of the system and the individuality of the teachers. Without system there is only loose aggregation, and no general momentum; with system but no individual curative effort there is little more than a beating of time. Progress seems to require interaction of two naturally antagonistic principles. Either principle working alone is helpless; and, yet, unless under careful management, either principle has a tendency to destroy the other.

We have made one important change in general policy; we have ceased to accept German as a substitute for Greek in the classical course. Henceforth, our classical diploma will be given only to those who have completed the full requirement of Latin and Greek.

CANANDAIGUA.

J. CARLTON NORRIS, *Superintendent.*

General.

I began my duties as superintendent of this union free school on August 1st, and can give little information as to the work of the year in comparison with former years. I find a board of education absolutely nonpartisan, liberal in expenditures and devoted to the purpose of making this as good a school as possible. I find a well selected corps of teachers, working harmoniously and thoroughly prepared for their duties and alert to do their duty with every pupil. I have made but few changes in the course of study.

The board, dissatisfied with the condition of the school regarding mathematics, voted to introduce "Mental Arithmetic." Investigation convinced me that they were right. We adopted "Stoddard's New Intellectual Arithmetic," and we compel regular use two or three times each week in the fifth, sixth, seventh and eighth grades. In the fifth and sixth grades we make room for it by dropping physiology from three recitations from the text-book each week, to one oral lesson. At present, in the seventh and eighth grades, it takes the place of regular written arithmetic twice each week.

Wells' system of penmanship was introduced at the beginning of this year, and the results even now are strikingly favorable. The several courses in the academic department have been consolidated, and the four courses, classical, Latin-scientific, modern language and English, as suggested by the "Committee of Seven" on pages 46 and 47 of their report, have been adopted.

Statistical.

Financial and other statistics for last year as given to me are as follows:

Receipts.

Balance on hand August 1, 1893.....	\$1,278 13
Public money from State funds.....	4,244 17
From Regents.....	1,333 07
Raised by tax.....	18,049 00
All other sources.....	4,261 73
Total	\$29,166 10

Payments.

Teachers' wages.....	\$12,291 00
For libraries.....	248 70
Expenses for schoolhouses and sites	1,183 32
All other expenses, janitors, bonds, etc.....	15,216 36
Balance on hand July 31, 1894	232 72
Total	\$29,166 10

Number of resident children of school age in the district	1,480
Number in public schools	801
Number in private schools.....	298
Number of nonresident children in public school...	100
Total number in public schools	901
Total days' attendance in public schools	126,351
Total value of public school property.....	\$110,000
Number of teachers, regular work	25
Whole number of teachers, including teachers of music, stenography, and two supply teachers.....	30
Number holding normal school diplomas.....	8
Number holding college diplomas.....	5

CATSKILL.

EDWIN S. HARRIS, *Superintendent.*

Condition of the Schools.

The work of our schools for the past year has been, for the most part, satisfactory. The teachers have done a large amount of hard work along intelligent lines. The course of study put in

operation at the beginning of the year has been followed with marked success; only a few important changes have been suggested for the present year. The work in geography has been particularly strong throughout the schools and offers a striking contrast to the illogical and mechanical work of a few years since. For the first time the language work has been given the attention which its importance demands. Much has been accomplished in this branch of work. Another year will undoubtedly bring forth results more than good. Drawing, which was an experiment two years ago, has now for itself a place of permanent importance in the school curriculum. The work of the special teacher has received the high commendation from many of our visitors. The natural movement plan of instruction in penmanship was adopted at the beginning of the year. Those teachers who conscientiously followed the plan achieved most gratifying results.

Progress of the Academy.

The academy has not halted in its steady march forward. The fact that there were 126 students doing academic work the past year, three times the number of three years ago, testifies to a fact well known to educators, that it is indeed wisdom to maintain such an academic department that it shall be the ambition of a large majority of the pupils to attain it. It is the academy which fixes the reputation and compels the support of the entire school system of the community. Thirteen diplomas were issued to the class of '94. One member was entitled to a Regents 80-count classical scientific diploma, two to 70-count diplomas, three to 60-count diplomas, and the school diploma was not issued to any one who had not earned the minimum 50 counts. If the same requirements had prevailed as did three years ago and previously the class would have numbered 50 members. The supervision in the academy and primary grades has been intelligent, conscientious and efficient. It has also been possible for the superintendent to visit almost daily the several grades. Teachers' meetings were held weekly for most of the year. Promotions are now made upon a basis of individual work and capacity; formal examinations are held, however, once each year. Each teacher was obliged to make a two days' inspection of some good school. This rule was productive of much good.

School Moneys.

The tax levy was \$8,500, receipts from public money \$3,388, from Regents \$375, from tuition \$850. Of this amount \$9,765 was expended for teachers' salaries.

The arguments for free text-books were urged upon the district in our annual report, and will bear fruit January 1st. The passage of the Compulsory Education Law compels us to confront the problem of a new building. During the year a portion of the Hamburg district was annexed, increasing the school population about 50.

The sentiment of the community strongly upholds the efforts of the school authorities to improve our schools. An effort to place the schools under political control was signally defeated at the August election. The board inaugurated the plan of insisting upon normal teachers by employing three normal graduates next year. The contest with the adherents of inefficient local teachers promises to be a stormy one.

Statistical Table.

	Days' attendance.	Boys.	Girls.	Nonresidents.	Average residents.	Average nonresidents.	Days' attendance, residents.	Days' attendance, nonresidents.	Total days' attendance.	Average age, boys.	Average age, girls.
Academy	189	43	53	16	62	12	11,658	2,178	13,786	15.5	15.7
Preparatory	189	10	20	11	16	5	2,903	973	3,876	16	14.5
First Grammar	189	32	16	13	26.3	5.7	4,493	1,077	5,570	14.6	13.2
Second Grammar	189	16	15	8	20.4	7.5	3,854	1,434	5,288	13.11	13.4
Third Grammar	189	21	21	5	34	4.5	6,203	628	6,831	13	11.1
First Intermediate	189	25	28	7	34	6	6,366	1,100	7,466	13	12.3
Second Intermediate	189	26	25	5	28	2	7,065	480	7,545	11.5	11.6
Third Intermediate	189	28	25	6	39	5	6,612	960	7,572	10.8	10.3
Fourth Intermediate	189	18	17	3	23.8	2.7	4,509	518	5,027	10.9	10.9
First Primary	189	28	21	3	24	2	5,655	460	6,115	10.2	9.8
Second Primary	189	19	19	2	28	1.9	5,300	351	5,651	9.5	9.8
Third Primary	189	26	29	2	33	2	7,351	372	7,723	8.5	8.5
Fourth Primary	189	30	30	5	32	3	6,095	578	6,673	8.8	8.9
Fifth Primary	189	41	39	2	39	1	7,298	143	7,441	7.5	6.5
Sixth Primary	189	47	42	1	40	1	7,563	219	7,782	6.25	6.8
Total .....	....	410	400	....	....	....	.....	.....	.....	.....	.....

Total attendance, residents 93,467

Total attendance, nonresidents..... 11,497

104,964

Total enrollment 810

Average attendance 537

Attendance, resident 479

Attendance, nonresident 58

537

Graduating class	17
Average age class	17.4

Star roll for year—Katharine and Louise Miltimore.

CORTLAND.

C. V. COON, *Superintendent.*

General.

I beg leave to submit this, my second annual report of the condition of the public schools of Cortland, N. Y. During the past year the schools have been thoroughly revised and graded, and the course of study has been thoroughly revised to suit the conditions resulting from our new classification. Our four ward schools are now doing uniform work in the several grades simultaneously, which fact means that those promoted to our central high school at the end of each term will be already classified by reason of their previous work. This we feel will be a great improvement over the conditions of previous years. During the past year we engaged a special instructor in drawing as well as in music, and we can see from the results obtained that it was a step in the right direction. We have added during the past year two new teachers to our teaching force, which was made necessary by reason of our increased attendance, shown by the following statement, to wit:

	Number registered.	Total attendance.	Daily average.
1892-93	967	135,256	701
1893-94	1,116	145,754	755

In June, 1894, our central school was incorporated under the Regents of the University of the State and we were granted the privilege of taking the June examinations which we met by passing over 90 per cent. of all candidates, a fact we believe to be very commendable of our work, as no special examining for these examinations had been given as we only knew we were to have them two weeks prior to their date. We believe in thorough study and mastery of subject-matter without reference to preparation for these special examinations, by closely following the outline as presented in the syllabus, and the result of our first examination fully sustains us in this belief. Our teachers are all imbued with the true spirit of education, and the improvement made in our schools is largely due to their untiring efforts and harmonious labors.

VILLAGE SUPERINTENDENTS' REPORTS — FLUSHING. 755

The following statement shows the condition of our finances at close of school year:

Financial Statement, 1893-1894.

Received.

From tax	\$15,000 00
From State apportionment.....	3,947 64
From other sources.....	63 90
Deficit	895 40
Total	\$19,906 94

Disbursements.

For salaries	\$10,389 20
For building, etc.....	2,528 66
For library	177 75
For fuel	1,704 62
For supplies, etc	1,232 84
For repairs.....	350 52
Deficit from 1893	3,535 36
Total	\$19,906 94

FLUSHING UNION FREE SCHOOL, DISTRICT NO. 5.

JOHN J. CHICKERING, *Superintendent.*

General.

IN accordance with your request, I herewith submit a report on the Flushing schools, as I find them in assuming the duties of my position in September, 1894. I must respectfully decline making any report on the work of last year, for the following reasons: First. It would be unjust to myself to attempt to report on this work of which I have no personal knowledge. Second. It would be unjust to the two gentlemen who occupied the position of superintendent last year, to have their work reported by what I can learn by hearsay. Third. At the time that work was done I had no connection whatever with the Flushing schools, but by writing such report I should apparently assume such a connection. Mr. Ingalls, the superintendent of last year, is at present at Rutherford, New Jersey, and is the proper man to render a report of the year's work.

The promise for the coming year of school work is most encouraging. The attendance seems larger than ever before, the corps of teachers is exceptionally able and earnest, and the school equipments and surroundings all that could be desired.

Course of Study.

The course of study is substantially a 12-year course; four years each of elementary or primary, grammar, and academic or high school work. The high school work comprises three courses, an English, classical and scientific course, thus allowing the pupil considerable freedom of choice, and still preserving a backbone of systematic study to which all immature pupils should be held. The scientific course includes both French and German. The kindergarten seems in an especially flourishing condition, is well attended by both pupils and parent visitors, and is under most excellent supervision.

Physical Education.

This department is under the supervision of a very capable special teacher, with the adjuncts of a well-furnished gymnasium, and a newly and thoroughly overhauled sanitary condition of the buildings. Gymnasium work is compulsory for all pupils, and I think more, rather than less, time can be spared for it as the year progresses. Both drawing and music are thoroughly taught by the individual teachers under the supervision of competent special instructors; courses of informal talks on the principles of each study are given by the special instructors at the weekly teachers' meetings. The self-control, politeness and sense of honor of the great mass of the pupils seems to me especially commendable, and I can not but look forward to the very best results from such encouraging material.

FLUSHING UNION FREE SCHOOL, DISTRICT NO. 7.

MARY L. LYLES, *Superintendent.*

General.

There is little of special interest to report concerning our schools for the past year. Our attendance was fairly good, and the work generally satisfactory.

The bill appropriating \$50,000 for a new building was, owing to the hard times, defeated when submitted to the people. The board, during the summer, enlarged and repaired one of our buildings, and have, this fall, engaged additional teachers.

Arbor Day was pleasantly celebrated, addresses being made to the pupils by Commissioner Clair, of this place, and Superintendent Ballard, of Jamaica.

GENEVA.

WILLIAM H. TRUESDALE, *Superintendent.*

General.

Since my last report, another school building has been erected to meet the demands of the primary schools, and it was occupied, at the opening of the term, in September of the present year. As regards the most important points in the construction of school buildings, lighting, heating, ventilation, and the size of school-rooms, we regard the new building as a model.

The crowded condition of the central school building has been somewhat relieved by keeping additional classes in the primary school buildings, but the increase in attendance has given us nearly the former number. The indications are that the two remaining old buildings, which accommodate eight teachers, will soon be replaced by commodious buildings that will accommodate 16 or 18 teachers.

The corps of teachers has been increased from 32 to 40, an increase of eight over last year, while but one of last year's teachers resigned. The civil service rules for the appointment, promotion and salaries of teachers, which were adopted in May, 1893, are satisfactory in their application.

Kindergarten departments in two of our primary schools were organized in September, and the work has been excellent. Of the 70 children enrolled, about one in six is under 5 years of age.

The enrollment of pupils for the year ending June, 1894, was a slight increase over that for the preceding year, while the aggregate number of days attendance was a little more than 21 per cent. greater. The greatest increase in attendance has been in the high school department.

The assessed valuation of all the property taxable in the district, both real and personal, as shown by the district tax-list last issued, was \$5,210,333, an increase of \$99,085 over that for 1893. The above amount does not include property added to the district last March, as our annual meeting is held the last Saturday in December, and the tax-roll is issued soon after.

GLENS FALLS.

SHERMAN WILLIAMS, *Superintendent.*

Progress in Education.

There has been a healthy increase in attendance during the past school year. Our high school department is beginning to feel the effect of better work in the lower grades. We graduated a class of 23 last June. The work in vocal music continues to

be very satisfactory. It is remarkably popular with every one. The most noted feature of the year's work was that of reading and literature at which I spoke last year. The work is as systematically done as in any subject that is taught. I have sent you a copy of our course of study in that subject. The Crandall Free Library, which is managed as such in the interest of the school as though we owned it has been of great value. The founder, Mr. Henry Crandall, has been a member of our school board since its organization. We have had the departmental method of teaching after the sixth grade from the beginning of the work under the present organization. Seven of our teachers are normal school graduates, three others hold State certificates. The time is not far distant when we will employ in the academic department only college or normal graduates and in the lower grades the same or those who have had, at least, three years successful experience in graded schools.

The need of free text-books, is felt more during the present hard times as it becomes more difficult for many people to purchase books and the work of the classes is more delayed. I regret that we have not yet established a free kindergarten school. Various matters have tended to prevent this. We will, I think, establish one before the close of the present school year.

HOOSICK FALLS.

ARTHUR G. CLEMENT, *Superintendent.*

General.

In response to your letter requesting me to transmit a written report regarding the progress of the schools of this village for the past year, for publication in the next annual report of your Department to the Legislature, I respectfully submit the following brief account:

The number of teachers employed was 22, and the number of pupils registered was 500. A teachers' training class was organized in our school in January, 1893, in which 14 young ladies were instructed for a term of 18 weeks. The class was in charge of Miss Helena A. Pierson, a graduate of the State Normal College at Albany, who conducted it in a manner satisfactory to all. She resigned at the close of the year to accept a position in the schools of Batavia, N. Y., and is succeeded by Miss Eliza A. Tuthill, also a graduate of the State Normal College. Several new branches of study were introduced into our high school curriculum; German, zoology and ethics were for

the first time included. In the grades increased attention was given to nature study, drawing, word analysis and literature. Music was taught as heretofore in all the grades by a special teacher. In the spring, district number 22, adjoining our district on the west, petitioned to be annexed. The petition was granted, and by order of the school commissioner the former district was annulled and a decree issued making the said district a part of our district, No. 1. This arrangement will increase our teaching force to 25 and bring into our system about 150 new pupils.

The schoolhouse of the annexed district has been extensively repaired, water-closets placed therein and the ground graded, so that in every respect the surroundings are as comfortable and pleasant as at the other school buildings, which have also been repainted and thoroughly renovated.

JAMAICA UNION FREE SCHOOL, DISTRICT, No. 4.

W. J. BALLARD, *Superintendent*.

General.

The past year has been an eventful one in the educational history of Jamaica. The State has appropriated \$100,000 for a normal school, and that was followed, on the part of the people, by an appropriation of \$100,000 for public school buildings. The plan is to build two primary schools, one in the eastern, the other in the western part of the village, and one central high school, in which there will be primary, grammar and academic departments. Our schools are now under the Board of Regents. While there are some serious difficulties and objections upon the whole we believe the result is good. It is very difficult for the teachers and pupils to keep from cramming; that is the great objection to regents' examinations. Teachers and pupils, however, have a chance to measure themselves with others, the result being often disappointing to both, the general effect being good. To get recognition from the State for work accomplished is, undoubtedly, a great incentive to the pupils.

It is possible that our method of marking pupils may be of interest. Our school year is divided into three terms. In November, March and June we have written examinations for the past term, papers being marked upon a scale of 10, excepting pupils taking the regents' examinations. The teachers mark for the other months such standing as the pupil is entitled to. This standing she may mark from her judgment of the general

work for the month, or, if she prefers, she may have a written or oral examination; the standings are all based upon a scale of 10. There being 10 markings for the year, the sum of the markings in each study will, of course, give the percentage in that study for the year.

The library is an important part of the school. The pupils are encouraged to read suitable books, especially those that bear in some way upon the school work. We have now nearly 2,500 volumes in the library, nearly 200 of which were added during the past year. The books added were bought with the proceeds of the lecture course, about \$200. On its course we had James Whitcomb Riley, who read from his poems; Mayor James B. Pond, who lectured upon "The Pioneers of the West;" S. R. Stoddart illustrated lectures upon "Alaska," and "The White City;" in addition to these we had three excellent concerts. I include this short statement of our lecture course, as it is now an important and regular part of our school system. The financial success depends almost entirely upon the work of the pupils, and in return it gives very many an opportunity to hear men prominent as writers, travelers, or scientists, and to hear music of the highest order.

JAMAICA UNION FREE SCHOOL, DISTRICT NO. 7.

CYRUS E. SMITH, *Superintendent.*

General.

School was opened for 1893-94, under much more favorable circumstances than ever before. Our course of study had been enlarged and materially strengthened. We still have few subjects, preferring to strive for thoroughness, rather than for quantity. For the first time in the history of the schools we had a graduating class. Nine pupils were publicly awarded diplomas at the close of school. Eight of the nine graduates took the regents' examination in June, in preliminary subjects, and successfully passed.

We have now four new school buildings with 26 well-heated, well-lighted, and well-ventilated class-rooms. The district furnished all school material.

1. Number of teachers employed.....	29
2. Teachers holding normal diplomas.....	15
3. Number of pupils registered.....	1,209
4. Average daily attendance.....	860
5. Whole number of days' attendance.....	169,238

Our library project still "hangs fire." The parties having it in charge are very slow to act. However, we entertain the hope of having plenty of good books in the near future. In the meantime we have steadily increased the quantity of works of reference and of school apparatus.

Music and drawing are taught by a special teacher.

JOHNSTOWN.

WILLIAM S. SNYDER, *Superintendent.*

General.

In compliance with your request, I submit the following report concerning the schools of Johnstown, for the school year ending July 31, 1894. During the year the school has labored under great disadvantage of having to contend with contagious diseases. For several weeks, while these diseases prevailed, the attendance was very much affected, notwithstanding the increased enrollment. For the first time in the history of the school an exhibit of school-work was given at the close of the spring term. Nearly thirty departments, from primary to academic, were represented. The work exhibited was done in the school room, and the exercises of entire classes were shown; the good, the bad and the indifferent being alike displayed. Properly mounted for inspection were specimens of writing, spelling, memory maps, busy work, pressed flowers, picture stories, letter-writing, reproduction stories, drawing, language work, map drawing, object lessons, etc. The exhibition was opened to the public for inspection several days at the close of the spring term. Patrons of the school and others availed themselves of the opportunity to examine the work done.

A radical change has been made in conducting this study. Judging from specimens prepared for the school exhibit, there has been a marked change for the better. With proper supervision the coming year a still greater change will be seen.

We have one of the best equipped school libraries in the State. It now contains 8,204 books and pamphlets. We are making satisfactory progress in both of these departments, and find them both great aids in the general work of training the pupils in habits of accuracy and attention.

LANSINGBURGH.

GEORGE F. SAWYER, *Superintendent.*

I herewith present my second annual report.

Buildings.

We have five, all of brick, and all save one in fairly good condition and well cared for. The small, uncomfortable, poorly constructed building at the south end of the town, is to be replaced by a fine convenient three-story structure of brick and stone containing twelve large airy rooms, now in the process of erection. This will supply a long-felt and serious want in that part of the town.

Course of Study.

This extends over 10 years not including the kindergarten. We have therefore no high school proper, though the studies of our tenth year are nearly equivalent to those of the first year of an ordinary high school course. The only marked feature of change in our course of study for the past year was the introduction of vocal music. This has been attended with very happy results. One lesson a week was given in each room by a special teacher, and practiced for 15 or 20 minutes each day under the grade teacher till the time for the next lesson. The work though entered upon with some reluctance by many of the teachers was carried on with unlooked-for success. Nearly all of them, many of whom knew almost absolutely nothing about music. Nor has the advancement made in music been the only good result of its introduction into the schools. It has been of real assistance in their discipline. It has enabled us to gain a hold on some boys whom we were never before able to reach. To a class that is becoming restless and inattentive, the suggestion that there may not be, after all the other work is done, time for the singing exercises, is often sufficient to cause them to settle down to hard work. The music became at once a very popular part of the school work, and while it was looked upon before its introduction with distrust, and almost with contempt by many of the teachers, as being but another thing to be crowded into their already overcrowded work, there are now very few among teachers or pupils that would willingly discontinue it.

Kindergartens.

The kindergarten classes of which there have been three, continue in favor and are growing in numbers. The total enrollment

nent in these classes during the year was 182, with an average attendance of 80.7. All are agreed as to the beneficial influence of the kindergarten upon the work of the subsequent years. An incident of the past year will serve as an illustration.

There was a third-year primary class a part of the members of which — perhaps one-third — had been in the kindergarten three years before. The teacher, knowing nothing of which one of her pupils had been in the kindergarten, conceived the idea of seeing if she could tell from their work. She observed them carefully for a day, making out a list of those she concluded had come from the kindergarten, and found at night on enquiring that she had not made a mistake as to a single pupil in her room. On being asked from what she had judged she replied: "From many things, among them the greater rapidity with which these children do their work, their superior powers of attention, their greater ability to do work from dictation, the more orderly and methodical arrangement of their work, and its greater neatness."

Provision is being made for a fourth class in the new building. With the formation of this class there will be a kindergarten within easy reach from any part of the village.

Attendance.

The schools were in session during the year 192 days. The total registration was 1,905 with an average attendance of 1,423. Comparing these figures with those for the previous year, we find a slight increase in the enrollment, with quite a decided increase in the average attendance. All the grades up to, and including the fifth year were full, the fourth and fifth years being the most crowded.

The number of teachers employed, including special teachers in drawing, penmanship and vocal music and five substitute teachers, was 52.

LITTLE FALLS.

THOMAS A. CASWELL, *Superintendent.*

Marked Improvement.

The past year has been one of marked improvement in all departments. A more professional spirit has been manifest on the part of the teachers, and a greater desire has been shown to improve the work in every way possible. We boast of a board of

education that is strictly nonpartisan, and one that is composed of men who are ever ready to do all in their power to make the schools of Little Falls second to none in the State. With this end in view, a few years ago, the board decided that, as vacancies occurred, they would employ none but normal or college graduates.

Of the 24 regular teachers employed: One held a second-grade certificate, 12 held first-grade certificates, three held State certificates, two held State certificates and college diplomas, six held normal diplomas.

In addition to the above we have had a special teacher of vocal music, and several lessons given the teachers by a special teacher in drawing. This has been our first year with a special teacher of vocal music, and we are satisfied that it is money well expended.

At the close of this year our eighth grade, for the first time, took the regents' examination in drawing. We shall hereafter do that work in the grammar grades.

Statistical.

Estimated number of children between 5 and 21.....	2,650
Number resident pupils registered.....	1,103
Number nonresident pupils registered	44
Total pupils registered.....	1,147
Average daily attendance.....	855
Average number registered per teacher.....	48
Average daily attendance per teacher.....	36

Cost per pupil:

For instruction.....	\$13 05
All expenses (except repairs, and interest and payment on bonded debt).....	22 04

Receipts.

Balance on hand.....	\$107 11
From State funds, teachers quota.....	2,300 00
From State funds on attendance.....	1,322 38
From State funds, superintendent's salary.....	800 00
From Regents' board.....	543 72
Raised by tax.....	17,500 78
Tuition bills	490 00
From other sources.....	50 00

Total \$23,113 99

Disbursements.

For instruction and supervision.....	\$14,974 25
For repairs on buildings.....	2,500 00
For fuel, supplies and janitors.....	3,869 74
Paid on bonded debt.....	1,000 00
Paid interest on bonded debt.....	770 00
Total	<u>\$23,113 99</u>

MALONE.

SARAH L. PERRY, *Superintendent.*

General.

The most noteworthy event connected with our schools during the past year was the sudden closing, in January, of the parochial school, which had been in operation less than two years. The embarrassment caused by the unexpected influx of 500 pupils was very great, but the prompt and generous action of our board of education speedily and satisfactorily settled the disturbance. Vacant school-rooms were opened, the parochial school building was rented, teachers were provided, and in a few weeks affairs had resumed their accustomed regularity. At a recent meeting of the electors of the school district, it was voted to purchase the parochial school building. This has been done, and it is now known as "The Bates School," the name being given in honor of the late Dr. S. P. Bates, who was really the founder of our present school system, and who was, during the greater part of a long life, closely connected with the educational interests of our village.

At present 24 regular teachers are employed for grade work, 12 of these are normal graduates. As a class, our teachers are earnest, faithful and ambitious. A constant endeavor is made to keep in touch with the best educational thought of the time. While we believe that our general school work is fairly done, we are especially gratified with our present work in vocal music. This study is now under the direction of a young lady, who is not only a skilled musician, but a skillful teacher as well. As a means of mental discipline alone, this subject has earned its place in our school curriculum. The work in drawing is now also in an encouraging condition. It has recently been placed in the hands of a late student from Pratt Institute. The inspiration which the regular teachers have already received from her promises much for the future in this line of work.

We continue to give special attention to the subject of reading. More reading is done in school hours, more care is exercised in the selection of reading matter, as far as possible the home reading is supervised, and every other available means is used to help the pupils in forming a taste for wholesome reading. The gratifying results of our past efforts in this direction justify our plans for increasing this attention in the year to come.

NEW ROCHELLE.

ISAAC E. YOUNG, *Superintendent.*

Statistical.

During the year, 1,873 pupils attended our schools. This is an increase over last year of 103 pupils, or nearly 6 per cent. The average daily attendance was 1,326 pupils, a gain of 171 over last year, or about 15 per cent. The schools were in session 197 days. Of the 38 teachers employed for the year, 27 are graduates of normal schools.

Lack of suitable class-rooms for the rapidly increasing number of school children has been keenly felt for three years. The new school building on Weyman avenue will give us temporary relief from overcrowded classes and poor class-rooms. It is expected that the new school building will be ready for occupancy by February 1, 1895.

In November, 1893, pure kindergarten work was begun in schools Nos. 2 and 4, with trained kindergartners as teachers. For the year 1894-95 we shall give kindergarten instruction in all our first-year classes.

At last we have a high school. Small, it is true, but a high school with a course of study covering three years. Drawing and vocal music are very successfully taught in our schools under the direction of special teachers. It is the opinion of class teachers that we now do more and better work in the regular subjects taught than we did before music and drawing were introduced.

A special teacher of physical culture has been secured, and the Ling system of gymnastics is now being taught.

Financial Statement

Receipts.

Balance on hand August 1, 1893.....	\$18,816 62
Received from State funds.....	5,800 72
<i>Received from literature fund.....</i>	<i>174 61</i>

VILLAGE SUPERINTENDENTS' REPORTS—NORTH TONAWANDA. 767

Received from tuition of nonresident pupils.....	\$428 00
Received for petty sales.....	60 72
Received for rent of school-rooms.....	25 00
Received for unpaid taxes of previous years.....	2,216 90
Received from sale of bonds for new school building,	30,000 00
Raised by tax	34,208 78
	<hr/>
	\$91,731 35

Payments.

Superintendent's and teachers' salaries.....	\$25,057 25
For janitors and cleaning.....	2,322 75
For text-books	1,478 37
For repairs	1,638 08
For fuel	1,200 49
For furniture	552 19
Matured bonds	2,000 00
Payment on mortgage	2,500 00
Interest	1,944 16
On account of new school building.....	9,358 00
Rent for school buildings Nos. 2 and 4.....	1,052 13
Trustees of public library.....	500 00
All other payments.....	1,758 25
Balance on hand July 31, 1894.....	40,369 68
	<hr/>
	\$91,731 35

Assessed valuation of taxable property in school district	\$3,368,170 00
Value of schoolhouses and sites	102,300 00
Present indebtedness of school district:	
Bonded debt	55,000 00
Mortgage debt	10,000 00

NORTH TONAWANDA.

CLINTON S. MARSH, *Superintendent.*

Statistical.

Part I.

Population, 1894	10,000
Number of children (estimated)	3,000
Number of different pupils registered.....	1,686
Average weekly registration.....	1,214

Average daily attendance.....	1,072
Number of regular teachers employed, including principals	36
Number of pupils to each class-teacher (registration)..	46
Number of pupils to each class-teacher (daily attendance)	30
Number of special teachers employed.....	3
Cost per pupil, all expenses, exclusive of new buildings and sites	\$15 57
Cost per pupil for instruction and supervision.....	9 30
Amount expended for free text-books	475 00
Amount expended for stationery and other class-room supplies	405 00
Amount for new buildings, addition to buildings and sites	Nothing

*Part II.***High School.**

Number of pupils registered.....	122
Average daily attendance.....	113
Number of teachers employed, including principals....	5
Number of pupils to a teacher, daily attendance.....	23
Cost per pupil for instruction, including principal....	\$25 60

Night Schools.

Number of schools.....	2
Number of teachers.....	5
Number of school age	84
Number over school age	85
Total	169

Expenses.

Estimated expenses for teachers (1894 and 1895)....	\$18,600 00
Estimated for other expenses.....	14,886 58

Healthfulness.

Scarlatina and measles prevailed in different sections of the city to such an extent that our attendance was materially decreased. We estimated that the total loss of attendance, including pupils who were shut out of school because of sickness in families, amounted to 15,000 days. Weekly reports are handed to the superintendent, including cases of sickness and with-

drawals from school, so that we are able to keep a very close account of the effect of sickness upon the attendance. Notwithstanding this, our actual registration, weekly registration and average, were all largely increased over the preceding year. The month of September, 1894, shows an increase in average attendance of 94 over the corresponding month of 1893. The Goundry street building, which is the union school building proper, has again overflowed to such an extent that we have to rent an annex for the kindergarten. Our grades are kept in excellent condition as regards the number of pupils to a teacher with one or two exceptions.

Buildings.

We have built no new buildings during the past year, nor made any extensive repairs. Our buildings are now four in number, the three ward school-buildings being of brick, each with Smeade-Northcott apparatus, slate blackboards and Andrews' single seats. In the union school-building, also brick, we have placed slate blackboards in nearly every room, and have disposed of nearly all the old double seats.

Subject-matter in the Grades.

The superintendent has been carefully regrading the schools for three years. Our schools are now composed of four kindergartens, one in each building and eight grammar grades. Pupils take the regents' examination in the eighth grade in all the common branches, American history, drawing and physiology, while seven or eight of the brightest pupils are taking Latin in the high school. We have extended the time for studying plane geometry, American history, and each subject of Latin and Greek to one year each. We believe that results are showing the wisdom of this, inasmuch as we have received letters from Wellesley college, where our students are admitted without examination, stating that our students are doing first-class work; while word has just reached us that Miss Lane of our last graduating class, who won the State scholarship for Cornell University, from this county, has won further honors in a competitive examination, getting thereby a classical scholarship at Cornell worth \$200 a year. Time, we believe, is an important element in education, but we also believe that it is no more important than sound scholarship and earnest continued effort on the part of both pupil and teacher. Our music, penmanship and drawing are each supervised, as they have been, and by the same teachers essentially, for the last three

years. We have no reason to believe that these subjects receive more than their due attention from the teachers; nor do we believe that they overshadow the rest of the work. On the contrary, these supervised subjects react upon our school work everywhere, give teachers a field of work for progression and arouse enthusiasm. The time and manner of instruction of the teachers in all subjects is entirely in the superintendent's hands.

Library.

During the past school year we have divided our library into two parts—academic and public. We have placed the public library under the management of a separate board of five, three members of which are members of the board of education. The public library is placed in its own room adjacent to the superintendent's office, and is open to the public each school day from 3 o'clock to 5 under the assistant librarian.

The academic library of 450 volumes has been set aside for professional work, and is located in the high school room. We spent during the past year about \$900 on the two libraries, and expect to spend about \$500 on the public library and \$100 on the academic library the coming year. There is the highest interest manifested on the part of the people in this direction. We have just issued a catalogue, and the number of readers is increasing.

Qualifications of Teachers.

We are now hiring in our grades none but normal school graduates. In the high school our teachers are all college graduates with the exception of one normal school graduate, who has been with us for a long time, and who is one of the most progressive and best of teachers. The Buffalo normal school honors us for a second time in taking from our corps another teacher for its own work, Miss Annie Davies. The teachers are entirely in the superintendent's hands by general consent, rather than by resolution of the board of education. This strengthens our corps very materially, not because we hire stronger teachers than other cities, but because we insist upon not keeping those who are inferior. Our method of hiring is entirely that of recommendation of the principal of the normal school or president of the college from which we hire.

Commercial Department.

Our commercial department has steadily grown in quality, if not in number. Time was when the commercial department had large numbers of discouraged grammar-grade pupils in it. We have gradually weeded out this class of pupils, until now nearly

every pupil is either an academic student by virtue of his Regents' credentials or is a high school graduate. We have a class of 10 such pupils, who started stenography in September, and are succeeding admirably; while the number of pupils taking book-keeping is about 20. Some of them are from the high school, and are taking the work merely for general information, and will drop the subject after one term's work and passing of the regents' examination, but the number who take the full course is steadily increasing. About the only students who go from our city to Buffalo now for business training are those whom we refuse to allow to enter our department. The work is under Professor Weinheimer, who has charge of the room for a term of years, assisted by Luella B. Cronkhite, a graduate of Chaffee's Phonographic Institute. Our savings bank is still in existence, but has been materially diminished in the amount of money handled by the fact that one bank places metal banks in the home.

NORWICH.

E. W. GRIFFITH, *Superintendent.*

General.

The past year has been one of progress with us in several directions. Our tuition receipts were 40 per cent. greater than the average for the past years; our total attendance was 5 per cent. greater than it has ever been before; the graduating class of 27 was 35 per cent. greater than the largest class the school had ever graduated; our regents's advanced certificates and diplomas increased 32 per cent. over any former year and the number of actual academic pupils showed an increase of 54 per cent over the average for the past 10 years. The high school enrollment was greater than for any preceding year. We have 29 different pupils studying Greek, 31 studying German and 83 studying Latin. The number of students preparing for college in our high school is much larger than heretofore.

Improved Teaching.

The teachers of our schools will probably compare favorably in qualification, ability, earnestness and faithfulness with those in the other village communities of our State. Realizing that, as the years go by, there is always danger of falling into stereotyped methods of instruction and management, and that failure to advance in thought and cultivation usually means an actual retrogression, they have voluntarily taken up in the regular

teachers' meetings the study of psychology and its application to teaching. It is confidently believed that this undertaking will be of definite and permanent value not only to the teachers themselves but also to all the children who are under their care. The high school library now contains a department of pedagogical works and the volumes are increasing in number. Besides their regular course in psychology the teachers are many of them reading these valuable works.

The natural and physical sciences have not been receiving in our schools the attention their importance and educational value deserve. An appropriation to provide increased facilities in laboratory rooms and apparatus has been made and the subjects are to be taught inductively with experimental work performed by the pupils.

Supplementary Reading.

The past few years have witnessed a remarkable increase in the attention schools have been giving to supplementary reading. So much stress has been laid upon matter, variety and number of books read that perhaps it is not too much to say that in many localities style and expression have been neglected. We have probably departed from the wisdom of the fathers. With a view of counteracting this tendency our board of education have secured the services of a special teacher in physical culture and elocution. We shall devote no less attention to supplementary reading for general information but shall strive to give our pupils careful training in the underlying principals of elegant and expressive reading.

Our community is in need of new primary school buildings. The structures now in use are poorly heated, imperfectly lighted and not ventilated except by opening windows. Changes in the course of study and in promotion, which facilitate the movement of the pupils from these schools, have been made but still many of the rooms are overcrowded. It seems probable that the sentiment of progress will soon attain such prominence that new buildings with modern improvements will be erected.

NYACK.

I. H. LAWTON, *Superintendent.*

General.

Our work this year has been to strengthen the work commenced. As most of our teachers remained we have made most gratifying progress. The departmental methods have been more *fully elaborated* and the plan with us is a pronounced success.

aminations have been dropped in the grammar and primary
rtments. We find the new plan works much better and more
progress is made. Regents' examinations were held in
ary, March and June with gratifying results. Nine pupils
graduated on a basis of 50 counts. We hope for much from
ompulsory law.

ONEONTA.

N. N. BULL, *Superintendent.*

General.

e have little to add to our report of last year. The introduc-
of typewriting and stenography has been justified by the
ss attending it. These studies in connection with book-
ing are becoming an important feature of our school.
o years ago the experiment was tried in the direction of
text-books by making them free for some of the lower grades.
ar ago it was extended to all books, together with supplies
ationery, etc., below the academic grades. The result has
so satisfactory that it is to be continued, and I think may be
ded as permanent. The added expense has been thus far
t \$300 a year. One result is the banishing of the slate.
one remains in school. In our school work during the past
we have not adhered so closely to grade lines as formerly;
s have been encouraged to work in advance, and special
otions have been freely made with decided improvement to
one of the school.

enty teachers have been employed during the year, includ-
two special teachers, one for typewriting and stenography
one for music. It has been decided by our school board
no teacher shall hereafter be permanently employed who
not hold a first-grade certificate under the uniform exami-
ns or a normal school diploma. Teachers' meetings were
weekly during the year; time given one hour, from 4 to 5
k each Monday afternoon.

Summary of Attendance.

e number registered.....	988
er of families represented.....	612
e number of days taught.....	190
e number of days' attendance.....	129,224
age daily attendance.....	680.12
age number belonging weekly.....	771.67
age number present weekly.....	743.05

Sessions lost by absence.....	39,017
Whole number tardy.....	4,170
Time lost by tardiness.....	847 h. 44 m.

Receipts.

Balance on hand August 1, 1893.....	\$1,248 76
Received from all sources.....	14,753 62
	<hr/> \$16,002 38 <hr/>

Payments.

For teachers' wages.....	\$9,382 00
For all other expenses.....	6,502 67
Balance on hand July 31, 1894.....	117 71
	<hr/> \$16,002 38 <hr/>

Cost per pupil for instruction and supervision.....	\$13 79
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OWEGO.

EDWIN P. REKORDON, *Superintendent.*

Course of Study.

The schools of Oswego consist of the Oswego Free Academy (four grades), and nine grades, including the grammar intermediate and primary departments. The course of study for the lower grades is generally the same as that of the best graded schools of the State, except that in the ninth grade physiology is required, and, usually, physical geography and advanced English. The courses of study in the academy are two, the classical, and the literary and scientific, of four years each. These courses were adopted eight years ago, and are substantially the same as those recommended by the "Committee of Ten." The minimum standard for graduation is that required for admission to the leading courses of the best colleges and universities, reaching 55 counts, according to the standard of the Regents of the University, and, in most cases, 60 counts. Much advance has been made during the past eight years in the teaching of English, not only as a special subject, but as the leading purpose in all subjects and in all grades. It has been found that no subject on the curriculum is crowded out by making English a specialty in this way, but that better

results are secured by teaching the pupil to think and write and speak correctly on all subjects, and that when pupils reach the academy they are prepared to study literature suited to their grade, and are able to complete the reading courses required for college entrance without neglecting the main work of the regular course. The teachers' class has been very successful, and is growing in efficiency. In numbers it exceeds the maximum allowed by the Department.

Examinations and Promotions.

Regular examinations are an important part of our system. They are used, not merely as tests of memory or advancement, but as a method of giving to teacher and pupil a systematic view of the subject-matter, to impress the principal points upon which systematic instruction depends, and to insure revision of those parts in which the student has been weak or careless. Promotion depends on both examination and class work. Cramming is not a part of our system. The regents' examinations have been a valuable aid in this scheme. No pupil is permitted to take these examinations whose daily work has been unsatisfactory. The importance of the high school, as a part of the system of public schools, is plainly evident wherever the fact is recognized that it is the people's college, and where it is used as a stimulus to the work of the lower grades. Wherever the high school is properly conducted, there is an increasing number of those whose education is not finished by the grammar school, and for the same reason, an increasing number of those whose education does not cease with the high school. During the past seven years 60 students have entered the regular courses of the most prominent colleges and universities, while, perhaps, an equal number have gone directly from the academy to professional schools.

The requirement for teachers' qualifications for several years has been a first-grade certificate, under the uniform State examination, or an examination equal in all respects. The number of pupils for each teacher rarely exceeds 30.

Drawing and Music.

These departments have made good progress during the year with a special teacher, who gives part of her time to instruction, and a part to the direction of the grade teachers.

Physical culture has been introduced in all grades, and promises to be one of the most profitable departments of the school. The organization of a volunteer association of the

Sessions lost by absence.....	39,017
Whole number tardy.....	4,170
Time lost by tardiness.....	847 h. 44 m.

Receipts.

Balance on hand August 1, 1893.....	\$1,248 76
Received from all sources.....	14,753 62
	<hr/>
	\$16,002 38

Payments.

For teachers' wages.....	\$9,382 00
For all other expenses.....	6,502 67
Balance on hand July 31, 1894.....	117 71
	<hr/>
	\$16,002 38

Cost per pupil for instruction and supervision.....	\$13 79
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OWEGO.

EDWIN P. RECOORDON, *Superintendent.***Course of Study.**

The schools of Oswego consist of the Oswego Free Academy (four grades), and nine grades, including the grammar intermediate and primary departments. The course of study for the lower grades is generally the same as that of the best graded schools of the State, except that in the ninth grade physiology is required, and, usually, physical geography and advanced English. The courses of study in the academy are two, the classical, and the literary and scientific, of four years each. These courses were adopted eight years ago, and are substantially the same as those recommended by the "Committee of Ten." The minimum standard for graduation is that required for admission to the leading courses of the best colleges and universities, reaching 55 counts, according to the standard of the Regents of the University, and, in most cases, 60 counts. Much advance has been made during the past eight years in the teaching of English, not only as a special subject, but as the leading purpose in all subjects and in all grades. It has been found that no subject on the curriculum is crowded out by making English a specialty in this way, but that better

results are secured by teaching the pupil to think and write and speak correctly on all subjects, and that when pupils reach the academy they are prepared to study literature suited to their grade, and are able to complete the reading courses required for college entrance without neglecting the main work of the regular course. The teachers' class has been very successful, and is growing in efficiency. In numbers it exceeds the maximum allowed by the Department.

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Drawing and Music.

These departments have made good progress during the year with a special teacher, who gives part of her time to instruction, and a part to the direction of the grade teachers.

Physical culture has been introduced in all grades, and promises to be one of the most profitable departments of the school. The organization of a volunteer association of the

older boys for military drill and instruction in the manual of arms has been kept up, and it is hoped that arms will be furnished by the board of education or by private subscription.

Statistics.

Entire registration	1,268
Entire registration.....	949
Average daily attendance.....	652
Aggregate days' attendance.....	126,788
Average daily per cent. of number registered....	68.7
Number of academic students.....	181
Teachers' class.....	85
Number of teachers, including drawing teacher..	30

PLATTSBURGH.

JAMES G. RIGGS, *Superintendent.*

General.

The report of the Plattsburgh schools last year was written after a two months service in them. I find little to add to it except in a general way. A steady advance toward the best results is noticeable through all the grades. The conditions of growth in the town are not such as to necessitate extension of buildings at present. The school population remains about the same from year to year. Apart from the great times of travel, and having no large manufacturing interests we retain throughout the year the registration with which we opened in September.

The High School.

The standard for graduation from the high school is an average per cent. of 75. Formerly no study below 60 per cent. was allowed to count. This has been raised to 70 per cent. The class graduated in June numbered three in classical course, four in the Latin scientific, two in the English course and six in the commercial. The number who go to college has rapidly increased, so that now 90 per cent. to 100 per cent. of our graduates enter upon higher work, either college or normal. We now have representatives in Cornell, Harvard, Yale, Syracuse, Wesleyan, Smith and Wellesley. All the high school teachers employed are college educated. Grecian, Roman and English history is taught only as a part of general history to which subject one year is given. This subject does more toward broadening the mind than *any other* taught in high schools. Some new chemical and

physical apparatus has been purchased, and additions have been made to our already excellent library. A lecture course was maintained in connection with the school, and another is projected for the coming year, including George W. Cable, President Merrill E. Gates and Professor Brainerd Kellogg. .

The commercial department offers a course of one year, and another of three years. The former fits for accountants, stenographers and general office work. The latter includes the sciences and mathematics and covers as much work as any other three-year academic course.

The Grammar School.

The experiment of allowing pupils one period of 35 minutes each day for reading books from the new library in the room has proven very satisfactory, and the practice is continued. For promotion to the high school, in addition to the regents' preliminary certificate, pupils are expected to hold pass cards in physiology, advanced English, United States history, English composition and drawing.

The teachers have been eager for the best things. Meetings are held bi-monthly, in the superintendent's office. The presence of an excellent normal school in our midst makes it possible for our standard of teachers to be raised. Eight are normal trained. A visiting day has been established, which is expected to be helpful.

The general record of attendance is excellent. The practice of presenting honor rolls for punctual and perfect attendance has begotten a worthy pride in this regard. At our graduating exercises such rolls were presented to young gentlemen, one for being neither absent nor tardy for 11 years, the other for 13 years.

Statistics.

District census.....	8,860
Children of school age.....	2,539
Number registered during year.....	1,539
Average daily attendance.....	1,104.8
Number of cases of tardiness.....	255
Whole number of teachers.....	39
Special teachers.....	3
Number buildings.....	7

PORT JERVIS.

JOHN M. DOLPH, *Superintendent.*

Attendance and Promotions.

The past year has been one of progress. The average daily attendance shows an increase of about 5 1-2 per cent. The tardiness was less than ever before, being only 3-10 of 1 per cent. During the past five years promotions in all cases where the term work was satisfactory have been made without final examinations. The final examinations were held for those who on account of absence or unsatisfactory work had not a clear record. Under this arrangement the number of final examinations has become steadily less, and the attendance and daily work better.

The free text-book system, which has been in operation in all grades during the past three years, has cost less than was expected. The entire cost has been less than 34 cents per pupil registered for each of the three years, while the results of the system have been clearly recognizable in the increased attendance, the saving of time in the organization of classes, and the better care of books by the pupils.

Financial.

Receipts.

Balance from last year.....	\$4,506 12
From public money and literature fund.....	7,906 95
From tuition and training class.....	679 07
From taxation and other sources.....	22,606 28
Total	<u>\$35,698 42</u>

Expenditures.

For instruction and supervision	\$19,723 75
For bonds and interest.....	3,440 00
For all other expenses.....	7,973 41
Balance on hand.....	4,561 26
Total	<u>\$35,698 42</u>

Statistical.

Population of Port Jervis.....	10,000
School population June, 1894.....	2,605
Entire registration	2,008
Average registration	1,583.2

VILLAGE SUPERINTENDENTS' REPORTS — SARATOGA SPRINGS. 179

Number of children between 5 and 6 years registered	218
Number of children between 6 and 15 years registered	1,549
Number of children between 15 and 17 years registered	170
Number of children between 17 and 21 years registered	71
Average daily attendance	1,511.8
Average per cent. of attendance	95.5
Number of regular teachers	41
Number of special teachers	1
Average daily attendance per teacher	36.8
Cost per pupil in average attendance of instruction and supervision	\$13 .04
Cost per pupil in average attendance, of all expenses except bonds and interest	\$17 98
Cost of free text-books per pupil registered . . . . .	.333

SARATOGA SPRINGS.

THOMAS R. KNEIL, *Superintendent.*

General.

The past year has been a most prosperous one in the public schools. The attendance has been more regular; the number registered greater than ever before in the history of the village. The most noteworthy change in the curriculum has been the introduction of kindergartens in four of the graded school buildings. The experiment has worked most satisfactorily, and school authorities and parents are delighted with the results.

In April, the teachers' institute for the second commissioner district was held in the village. It was a graded institute and the village schools were closed for its sessions, attendance of the teachers being made obligatory.

The institute resulted in great benefit to the village schools, and their teachers, measured by its results, in inspiration for faithful, intelligent service, no more successful institute was, I believe, ever held in the State. In the spring the board of education decided, owing to the overcrowding of the lower grades, to centralize the three grammar schools, in a building to be erected on the high school lot, and annexed to the high school building. The building is now in process of erection, at an estimated cost of \$20,000, and will be ready for occupancy in September.

The new building will add greatly to the school plant of the village, now without a peer among the villages of the State, and will be a model of excellence. We expect to do better work, more economically than ever before. The sessions will be from 9 a. m. to 2 p. m. and so centrally located is the building that no pupils will be obliged to walk more than three-quarters of a mile to school.

The board of education in the spring recognized the faithful work of the teachers in the grades below the high school by generous increases in salary.

SENECA FALLS.

F. S. PORTER, *Superintendent.*

General.

The work of the past year was pleasantly accomplished, and in passing over it in review there seems to be an advance in both the quantity and quality of the work done.

We are changing to a system of semi-annual promotions in the belief that thereby the work will be better adapted to the individuals of the class. The abilities of a class of thirty or forty pupils to master any given course of study vary as greatly as do the abilities of any 30 or 40 men to succeed in life, and the wisdom of keeping a large class together on a level for a long time is not apparent. With half-year classes bright pupils can more easily advance beyond their grade and the disappointment to those who fall behind their class will be less. The chief gain, however, is in bringing the work closer to the needs of the individuals of the class.

Arbor Day is taken by the graduating class as their field day. In the afternoon exercises are given in Academy Hall, after which the class plant their tree. We thus give an added interest to the day and to a certain extent hold the class responsible for its appropriate observance.

The Study of Literature.

During the past year we have given much attention to the study of literature in the grammar grades. Teachers and pupils have found the work pleasant. That it has been profitable is evidenced by the increasing desire of pupils to get and own books, in many instances that have come under our observation preferring them to other gifts when they have had their choice of Christmas or other presents.

SING SING.

J. IRVING GORTON, *Superintendent.*

Kindergarten.

In accordance with your request, I have the honor to report as follows: We have for several years employed in our lowest primary classes all the kindergarten methods that we deemed practicable for the children of that degree of mental development, but now that the permissive school age has been made four years instead of five, we have planned to open a pure kindergarten in each of our schools, and to connect with them a class for the training of teachers in kindergarten work. All this is now (October 9, 1894) in successful operation, and we are encouraged to hope for its continual success.

We have purchased this year for the public library, which continues under the charge of the school authorities, 81 volumes, making the total number in the library 3,283. The number drawn for reading during the year was 11,896, besides a large number used for reference in the library, of which no record was kept.

Our school and reference library now contains 520 volumes, many of which are used for supplementary reading.

We consider that both our public library and our school library are doing very great service and abundantly repay us for all their cost in time and money.

Our two Remington typewriters are still in constant use by the most advanced high school class. They require very little attention from the teachers, as the pupils are permitted to assist each other in learning to manage them, and after that only practice is needed. They are used for preparing a variety of school work, including algebra, Latin, composition, and about all kinds of written work.

TONAWANDA.

F. J. DIAMOND, *Superintendent.*

Statistical.

I have the honor to submit herewith the most salient points in the history of the schools in Tonawanda during the past year.

The school population of the town is not far from 2,400. Out of this number the day schools registered 1,590, and the night school 83, making a total of 1,673. With three parochial schools in operation throughout the year, these figures would seem to

show a very general interest in the subject of education. That this interest is on the increase, a comparison of the average attendance for the two previous years with that of last year will suffice to show:

Average daily attendance, 1891-92.....	771
Average daily attendance, 1892-93.....	906
Average daily attendance, 1893-94.....	<u>1,023</u>

The number of teachers employed during the year was 30, of whom 27 were engaged in class-room work and three in supervision. The number of school buildings is five.

With the beginning of the year free books were supplied to all pupils who by reason of promotion or otherwise would have been required to procure new books. The average monthly enrollment was 1,200, and the cost of the partial supply necessary for that number of pupils was \$800. We estimated that it will cost \$1,000 additional to complete the outfit.

Teachers.

Of the 32 teachers who appeared upon our pay-rolls during the year 23 are graduates from normal schools, and three others have had normal training. It also appears from a tabulation I have made that they represent two States outside of our own, 15 different counties of our own State, and seven of the normal schools. They can claim an average experience of 11 terms, and have received an average salary of \$512.

The taxes raised for the running expenses of the schools and the fitting of new buildings was \$27,000.

It may fairly be claimed that the people of Tonawanda are awake to their educational interests.

WATERFORD.

ALEXANDER FALCONER, *Superintendent*.

I submit to you this, my annual report for publication:

Statistical.

Population, estimated.....	6,250
Number of children between 5 to 21.....	1,591
Total registration.....	994
Average daily attendance.....	712
Whole number of days taught.....	191
Whole number of days' attendance.....	135,466

Number of teachers employed.....	21
Number of teachers in high school.....	3
Number registered in high school.....	96
Number holding preliminary certificate.....	78
Number of graduates.....	9
Cost per pupil based on total registration.....	\$13 46
Cost per pupil, based on average attendance.....	18 78
Number of volumes added to library.....	192
Whole number of volumes.....	2,100
Paid superintendent.....	\$1,400
Paid one teacher.....	650
Paid one teacher.....	550
Paid one teacher.....	500
Paid eight teachers.....	450
Paid two teachers.....	400
Paid three teachers.....	375
Paid one teacher.....	352
Paid one janitor.....	500
Paid one janitor.....	250

General.

All the schools are in a prosperous condition; the teachers are zealous, not only in having the pupils master the subjects they are teaching, but in implanting in their young minds what will lead them to become noble men and women, and honored patriotic citizens.

Our high school is in a very prosperous condition in the hands of Mattie J. Cook, who is principal; out of 96 students registered, 78 were academics, under the regents, holding preliminary certificates, this is the best record in the history of the school.

Music and drawing have been under the direction of a supervisor, Jessie Owen, for the past two years, and the results of the untiring efforts of the supervisor and the teachers are very satisfactory indeed.

Mrs. Sarah Boughton, our librarian for several years, reports that she has issued more books during the year than ever before in her experience, I believe that the increased desire for reading good literature is owing largely to the faithful efforts of our teachers, who are cultivating in the pupils a taste for reading works written by our best authors.

Teachers' Meetings.

Teachers' meetings have been held monthly during the year; at the meetings matters relating to the general management of the schools were discussed, also questions in psychology and methods in teaching.

I will give you a list of questions given for December 6, 1893, that were placed in the hands of all the teachers at least 10 days before the meeting; they were all expected to be prepared to say something on each question.

1. Upon what is thinking based ?
2. Name two qualities in the teacher which will secure the attention of pupils.
3. Specify three kinds of knowledge essential to success in teaching.
4. What do you consider an essential quality in a teacher to be a strong disciplinarian ?
5. Which is the more important as an end to be sought, a knowledge of physiology or of hygiene ?
6. What are your opinions regarding the sentiment that prevails among educators, that corporal punishment should be abolished ?

I found that in presenting these questions to the teachers they aroused at once a lively interest in psychology and pedagogical works, and the plan was very satisfactory to the teachers and all concerned.

We hail with delight the new Compulsory Education Law, and I will do all in my power to have the law enforced in our village.

Our board of education are practical, progressive business men, and they look at all educational matters from a business standpoint; they are ready to back up the State Department, the local teachers and superintendent in any movement that will advance our school to a higher standard of proficiency, and they express themselves as being firm believers in the public schools and universal education being the only safeguard of our American institutions.

WESTCHESTER.

MICHAEL E. DEVLIN, *Superintendent.*

General.

This is the initial report from Westchester Union Free School, district No. 1, since a superintendent was appointed, by grace of the Superintendent of Public Instruction, under the law for such cases made and provided. It is the thirteenth year of the present administration in this district, a number frequently associated with unpleasant events, but in the present instance suggestive only of pleasant recollections.

While the appointment of a district superintendent brings us into closer touch with the Department, perhaps, it has been

assumed by the teachers of this district, since the appointment of your associate, that they were personally as well as professionally represented by the Deputy Superintendent of Public Instruction, our former commissioner, to whose kindness of heart and official zeal in behalf of the educational interests of this district, are largely due our present school accommodations and generous professional compensation.

During the last 13 years no teacher in this district has failed of re-engagement who desired to be retained. No teacher's salary has been curtailed for necessary absence, and every teacher's salary has been increased. The minimum salary to assistants before this period was \$200 per year; the maximum, \$650. The principal's salary was \$2,100. The minimum salary paid now to assistants is \$500; the maximum, \$1,000. The principal's salary has remained unchanged during the past 13 years.

Our Curriculum.

The object sought to be attained in this school has been a thorough elementary education of Edward Everett's standard: "To spell correctly, to be conversant with the ordinary rules of arithmetic; to write a plain legible hand; and the ability to express thought in clear, grammatical English." To this, unite a love of country, of nature, of nature's God, and our fellow-man, and you have our curriculum complete.

Arbor Day

is our favorite festival. Last May the members of the graduating class laid out two large parterres formed from eight contiguous rhombi—a star; one upon the boys' side and one upon the girls'. Purple, green, and golden coleus formed the borders of eight beds—one to each class. In these beds our children placed 750 plants—geraniums, heliotropes, fuchsias, lilies, pansies and roses. On Decoration Day, after the exercises, loving hands carefully garnered little bouquets from these beds and placed their simple offering of love upon the graves of their former comrades who had been promoted to the Master's class.

Music and Drawing.

During the past year music has been thoroughly and systematically taught throughout our schools by a graduate of Potsdam Normal—Miss Hattie L. Burr. Patriotic songs are memorized, and sung by note. They are burned into the child's memory.

This subject has also received the attention of a specialist from the Albany Normal—Miss Mae Blanche Doty. It is proposed to include the teachers this year in this lady's class, so that the terror inspired by the next departmental examination in drawing may be somewhat allayed, and the demand for special certificates correspondingly diminished.

Public Documents.

Please to accept sincere thanks for the promptitude displayed by the Department in forwarding its official reports, and the plain, handy character of its pamphlets upon recent changes in the school laws, which have anticipated and prevented much misunderstanding.

EXHIBIT No. 9.

INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPERINTENDENTS.
 2. REPORTS OF SUPERINTENDENTS.
 3. STATISTICAL TABLE.
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INDIAN SCHOOLS.

1. NAMES AND POST-OFFICE ADDRESSES OF SUPERINTENDENTS.

Superintendent of Schools, Indian Reservations.

SUPERINTENDENT.	Reservation.	Post-office address.
George W. Boyce	Allegany and Cattaraugus	Elkdale
W. W. Newman	Onondaga	South Onondaga.
C. McConnell	St. Regis	Hogansburgh.
J. S. Raynor	Shinnecock and Poospatuck	East Moriches.
R. S. Tabor	Tonawanda	Akron.
W. F. Meatz	Tuscarora	Suspension Bridge.

2. REPORTS OF SUPERINTENDENTS.

ALLEGANY AND CATTARAUGUS RESERVATIONS.

Hon. J. F. CROOKEE, *Superintendent of Public Instruction*:

Sir.—I have the honor to submit to you the following report of the condition of the schools upon the Allegany and Cattaraugus reservations, with explanations of the disbursements of money for these schools.

My account shows that for the year ending July 31, 1894, I have received from the State, checks aggregating \$7,120.91. This money was disbursed as follows: For teachers' wages, \$4,588; for new woodsheds and privies at all the houses and for a new roof on No. 7, Cattaraugus reservation, \$1,792; for necessary supplies, furniture, apparatus and text-books, \$293.21; and for salary and expenses of superintendent, \$447.70.

The new woodsheds were built by a special order of the State Superintendent and are a great convenience and comfort to the teachers who have, hitherto, been compelled to dig their wood out of the snow, or else (in some communities where thieving is common) to pile it in the schoolroom to keep it under lock and key.

There are 10 schools on the Cattaraugus reservation, and six on the Allegany, and I believe it safe to say that the general condition of these schools is improving. During the year, 448 different pupils were registered, and the average daily attendance at all the schools was 142 92-167, which is a good increase above the attendance of former years.

The chief drawback to greater and better results in these schools is the indifference of parents. About half of these people seem to care absolutely nothing about a school in the community. While this is true, it is reasonable to hope and expect that the parents of the next generation of children will be much more interested in the success of the schools and in the education of the children.

While there is much of discouragement in the condition of the Indian schools to-day, there is also inspiration in the thought that for these people the school of the future will be vastly better if we make the school of the present the best we can.

I have made frequent visits to these schools and am endeavoring to get the very best teachers the money will hire.

Having had 15 years' experience as teacher in the union schools of the State and having served three years as school commissioner of this district, I ought to be a fairly good judge of the work I find a teacher doing.

I am employing one lady who has taught 15 years, and another who has taught nine years in these schools. More than half of the others are doing their second or third year's work.

This year I supplied the teachers with needles, thread and cloth, and the children were taught to do sewing. Most of the children enjoyed the work and made commendable progress.

In all, I think we are doing fairly well (surely the best we can under present conditions) with the money the State furnishes for these schools.

There ought to be an appropriation at the next session of the Legislature to pay for a coat of paint on each house, new roofs on four houses, and new floors in two or three.

It has been the practice of the Indian nation to pay the Indian trustees for the wood furnished for the schools. At a recent meeting of the Indian council it was voted not to pay for any more wood. The council carried the idea that the districts could each supply its own wood. As a result of this action some districts are supplying wood as well as ever, while others furnish none. Upon the order of the State Superintendent, I have advised teachers who are not supplied with wood to buy their wood and to add this expense to their bill at the close of the term. It is plain that the time is near

at hand when the State must supply all the fuel for these schools. Some of the houses are perched upon corner blocks with no walls between. These houses would be much warmer, and less fuel would be required if an appropriation could be obtained to place some kind of a tight wall under them. I sincerely hope the State Superintendent may soon be able to order these needed repairs.

Thanking the Department for many favors, and in behalf of the teachers, for promptness in sending their checks, I remain

Your obedient servant.

G. W. BOYCE,
Superintendent.

Elkdale, October 30, 1894.

ONONDAGA RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—June 9, 1893, the school closed with a picnic in a shaded grove near the schoolhouse. Singing, recitations, plays and refreshments, pleasantly spent the day. I engaged the teacher, Miss Scott, daughter of the Episcopal missionary, for another year; but in August received a letter from her from Detroit, Michigan, that she would not return to the reservation. Therefore I engaged Mrs. Libbie N. Rounds, a graduate of the Cortland Normal School, who had only eight pupils the first week. But in the ninth week of the term the registration had increased to 60 and you gave me permission to employ a second teacher. My wife, who had been a successful teacher in Syracuse and Buffalo, went into the school in November to assist her daughter, and continued to teach till January 26, 1894. A cold, ending in pneumonia, terminated her useful life January 31, 1894. My wife, self and Superintendent Crooker had been teachers in the same school in Buffalo. We, therefore, received him at our school as our official superior and a personal friend who showed his kindness of heart by writing me, "When I remember how cheerful she was and how well she seemed to be when I met her at the school but a short time since, it is a shock to me to learn of such a sudden, sad blow to you and the rest of your family. My sincere sympathy and condolence is extended to you and your daughter for your severe loss." I wish to put on record this evidence of the kindness of heart of our highest educational State official, and to add that he has uniformly consented to indorse every reasonable request for the improvement of our Indian State school. He has recommended and helped to get a legislative

appropriation of \$1,200 for an addition to our schoolhouse and grounds, which we hope will be ready for the fall term. To this new building and a second teacher are necessary appended from the following statistics:

1887 registration....	65; yearly average attendance.....
1888 registration....	68; yearly average attendance.....
1889 registration....	72; yearly average attendance.....
1890 registration....	75; yearly average attendance.....
1891 registration....	66; yearly average attendance.....
1892 registration....	65; yearly average attendance.....
1893 registration....	70; yearly average attendance.....
1894 registration....	95; yearly average attendance.....

During 1893-4, one teacher taught 36 weeks; the second teacher 27 weeks, making an average attendance for each teacher for the time taught 25, while the average for one teacher for the seven years preceding is only 20, or five less for one teacher than for each of the two teachers during the past school year. The present teachers, Mrs. Rounds and Mrs. Pinckney, make music, marching, calisthenics, object-lessons, a large playground, kindness, personal instruction and a laudable ambition, strong influences in bringing the children to the school and keep them usefully and happily employed. The teachers say that Indian children generally are very peaceable in their plays; and if they are accidentally hurt, seldom cry or complain.

To prove that the whites are the friends of the Onondaga, consider the following voluntary contributions for 1894:

Episcopal Mission, estimated at	\$2
Methodist Mission, estimated at	1
State school, over	1
Indian physician	1
New schoolhouse	1,2
Reservation highways	3,0
<hr/>	
Total 1894 free gifts	\$6,2

To these may be added some indefinite items: Expenses Indian agent; free use of our courts; remission of taxes; extra protection from sellers of liquors; extra protection from all contracts or debts. To these add the honest, promised annual payments of salt, cloth and \$1,500 of annuity in cash, and see "the poor Indian" is not so poor as we may have imagined. In all, say \$10,000 in 1894, or \$20 to each one, old and young, \$100 to each family of five.

The United States also provides free tuition and support at Hampden and Carlisle. All of which shows that the Indian wards of New York and the United States are treated in a liberal and kindly manner.

Respectfully submitted,

W. W. NEWMAN,
Superintendent.

South Onondaga, August 10, 1894.

ST. REGIS RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction :*

Sir.—I herewith submit my annual report of the schools under my charge: The number of pupils that attended school some time during the school year was 166, with an average daily attendance of 671.2, which is a slight improvement on last year's attendance. In conjunction with the teachers in the several schools, I have endeavored to impress upon pupils and parents the absolute necessity of regularity in attendance, to procure anything like steady improvement. We have succeeded in a manner.

The State last year, for the first time in the history of these schools, furnished the fuel, thus relieving the teachers of the burthen of providing the same, with the result that the schools were kept much more comfortable, in consequence of the substitution of coal for the poor quality of wood found on the reservation. The schoolhouses are much in need of a coat or two of paint, presenting a very rusty appearance for the lack of the same. The teachers seem to be interested in their work—a gradual, though not a very rapid, improvement being the result of their labors.

Respectfully yours,

C. McCONNELL,
Superintendent.

Hogansburgh, August 6, 1894.

SHINNECOCK AND POOSPATUCK RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction :*

Sir.—I consider that the first requisite in the conduct of these schools is to secure good attendance. Glancing backwards, over the records of past years, I find that the number attending at Shinnecock is on the increase, while at Poospatuck it rather

grows less. The facilities for gaining a livelihood are better on the former reservation, but they also have a resident pastor (the teacher) and regular religious privileges which doubtless better their condition in every respect. There is cause for congratulation in the harmony existing between teachers and parents. From several years' experience in these schools, the present teachers are prepared to meet every peculiarity as well as every want.

I use my influence for the acquisition of such knowledge as may be practical in the maturer years of these pupils, and this includes the effects of alcohol and tobacco upon the human system. I realize that we have some cause to be encouraged, and to thank your Department for all needed help.

Respectfully submitted,

J. S. RAYNOR,
Superintendent.

East Moriches, September 18, 1894.

TONAWANDA RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—In submitting this, my second annual report of the schools on the Tonawanda Reservation, I have to state, that considerable progress has been made in the matter of attendance, by pupils on this reservation, during the past year. Out of a total of 139 children of school age, 106 have attended school during some portion of the school year, as against an attendance of 91 the previous year; and that the average daily attendance has increased from 37 the previous year to 42 the last school year.

That the schoolhouses in districts Nos. 2 and 3 are in fair repair, and that I have, for the coming year, succeeded in renting a building more suitable for school purposes, and more centrally located, than was the building heretofore occupied; and I, therefore, hope, another year, to be able to report an increased and more regular attendance in that district.

On the whole, I am glad to be able to report that there has been an increase of interest among parents and pupils, in regard to the schools, and can see no reason why the same should not continue during the ensuing year.

All which is respectfully submitted,

R. S. TABOR,
Superintendent.

Akron, September 19, 1894.

TUSCARORA RESERVATION.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—It affords me pleasure to report to you the prosperous condition of the schools on the reservation and the pleasant and comfortable schoolhouses and yard which, without exaggeration, will compare with the schoolhouses and yards of the best rural districts in the State, very favorably, and all of which is due to the interest you have taken in our schools. Since my last report the houses have been completed, the yards graded; trees planted and good substantial fences built, well painted, and now not only do the Indians feel a pride, but the entire community feel that a good work has been done to stimulate the natives in their educational pursuits and to realize that the State is taking a deep interest in their welfare. The schools have progressed well in the past year. Attendance fair, and the general conduct and behavior of the children excellent. The new furniture put into the new and repaired rooms are in as good condition and free from stains or marks as would be possible to have them used by children of any community, which certainly speaks well for teachers and scholars.

Native teachers have been employed for several years and have been engaged again for the ensuing year, feeling confident that it is for the best interests of all concerned. The young children are rather timid and it would be a loss of considerable time if strangers were employed as teachers. Arbor Day was observed in its full sense and meaning by children, in exercises, and the parents turned out in Sunday attire, and tree planting was well attended to (as about 20 fine elms will prove). All enjoyed the day and went to their homes the better for the observance of the day.

The whole number of adults on reservation, about 405; children of school age, 130; attended schools during year, 73; average, 34. One cause of the discrepancy in attendance is that many of the children are kept at home to help parents in farm work, and rather more than they ought. Still we try to impress upon them the importance of regular attendance, and we notice improvement.

Trusting with the better accommodations, pleasant surroundings—increased interest by teachers and scholars—in their work gained from past experience will make the ensuing year better than any of the past,

I am, your obedient servant,

WILLIAM P. MENTZ,
Superintendent.

Suspension Bridge, September 10, 1894.

3. STATISTICAL TABLE.

The following table shows the attendance, etc., at the several Indian schools on the different reservations.

	Number of districts.	Number of pupils of school age.	Number of weeks taught.	Number attending school some portion of the year.	Average daily attendance.	Number of teachers.	Expense.
Allegany and Cattaraugus	16	700	34	448	170	16	\$7,470 91
Onondaga	1	110	36	95	46	12	816 38
St. Regis	5	325	36	167	68	55	1,855 25
Shinnecock and Poospatuck	2	73	36	60	29	22	837 64
Tonawanda	3	139	36	106	43	22	862 88
Tuscarora	2	131	35	78	34	12	2,806 59
Total	29	1,478	35	954	392	30	\$14,639 60

EXHIBIT No. 10.

INSTITUTIONS FOR DEAF AND DUMB.

1. LIST OF INSTITUTIONS AND SUPERINTENDENTS.
 2. REPORTS OF SUPERINTENDENTS.
 3. STATISTICAL TABLES.
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1. INSTITUTIONS FOR DEAF AND DUMB.

Names and Post-office Addresses of Principals and Superintendents.

Principals or superintendents.	NAME OF INSTITUTION.	Post-office address.
Enoch Henry Currier, prin.... Chauncey N. Brainerd, supt.. D. Greene, prin	{ New York Institution for the Instruction of the Deaf and Dumb..... Institution for the Improved In- struction of Deaf-Mutes.....	Station M, New York. Lexington ave., between 67th and 68th sts., N. Y.
Celestine Schottmüller, supt....	St. Joseph's Institute for the Im- proved Instruction of Deaf- Mutes.....	Fordham.
Edward Beverley Nelson, prin...	Central New York Institution for Deaf-Mutes	Rome.
Z. F. Westervelt, supt.....	Western New York Institution for Deaf-Mutes	Rochester.
Mary Ann Burke, prin	Le Couteux St. Mary's Institution for Improved Instruction of Deaf-Mutes	Buffalo.
Henry C. Rider, supt.....	Northern New York Institution for Deaf-Mutes	Malone.

INSTITUTIONS FOR DEAF AND DUMB.

2. REPORTS OF SUPERINTENDENTS.

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—I present herewith the seventy-sixth annual report of this, the oldest institution for the education of the deaf, in the State:

There were under instruction for the year ending September 30, 1894, 390 pupils, of whom 259 were males and 131 females. Of these, 228 were supported by the State; 125 under 12 years, by the counties; 31 by the counties a part of the year, and by the State the remainder thereof; 4 by parents and guardians; and 2 by the institution.

The whole number of teachers, including the principal, is 23, 8 gentlemen and 15 ladies; of these, 5 gentlemen and 13 ladies are hearing; 1 gentleman and 2 ladies are semi-mutes; 1 gentleman partially deaf; and 1 gentleman deaf, all experienced specialists, and to these has been intrusted the classroom work.

The trade schools have been under the charge of 13 instructors, 8 gentlemen and 5 ladies; of whom 6 gentlemen and 5 ladies are hearing, and 2 gentlemen semi-mutes.

During the year the institution has, under the direction of the directors, been most thoroughly equipped in every department so that it may be safely asserted that there is no superior in the State. Chartered in 1817, with DeWitt Clinton, its first president, it has had the benefit of wise direction throughout these succeeding years and, as a result of long experience, has reached the highest point of usefulness in its special line of work.

The principal improvements of the year have been: A two-story brick addition to the Mansion House, 80 x 36, on the first floor of which are 5 classrooms, each 25 x 16, and 12 feet high, designed with particular attention to light and ventilation. Each classroom is furnished in conformity with the needs of little children and devoted to the special subjects—kindergartening, speech, aural development, and manual instruction. The classrooms open upon a wide corridor leading to the old building, and also to the staircase to the upper floor. This floor is utilized as a dormitory for 70 little boys under 10 years of age, and has,

in addition, a large toilet-room, with all modern improvement and apartment for the attendant supervisor. The total cost of this building was about \$8,500, and it was occupied on the 8th day of November last.

A perfectly equipped gymnasium, under the care of a competent physical director, was opened on the 1st of April. Physical measurements and examinations were made of every pupil and a special course of exercises for securing proper chest development and correctness of breathing begun. From this systematic daily training it is to be expected that not only the highest results in articulation teaching will be secured, but also an elasticity of carriage and a ready response of muscles to the will, removing, in great measure, marked defects incidental to deafness.

A complete system of rain-baths have taken the place of tank and tub, giving to this institution the most perfect sanitary bathing arrangements.

A new fireproof power, laundry and servants' dormitory building, situated at the extreme northern boundary of the institution property, was completed in August at a cost of \$33,000, replacing the dilapidated frame structure which had for 26 years served these purposes.

These improvements were made possible by the use of funds obtained from private sources, not a single dollar of public money having been expended therefor.

The observance of Arbor Day, according to the program prepared by the Department of Public Instruction, has become a regular feature of our school year, and a splendid specimen of oak was planted on the institution grounds by the pupils.

At a convention of the American Association to Promote the Teaching of Speech to the Deaf, held at Chautauqua, July 3-10, I presented a paper upon "The History of Articulation Teaching in the New York Institution," which possessed peculiar interest from the fact that this was the first oral school established in America.

The system of instruction now employed is broadly eclectic. A study of the needs of each pupil is made, and the method to be used is determined by the needs of the individual, the aim being to give to each an ability to use the English language with ease and correctness, so that oral, aural and manual methods are followed as the exigencies may indicate.

Very respectfully yours,

ENOCH HENRY CURRIER,
Principal.

West One Hundred and Sixty-third street and Boulevard, New York city, October 19, 1894.

INSTITUTION FOR THE IMPROVED INSTRUCTION OF
DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction* :

Sir.—In compliance with your request to send the usual statement of facts concerning this institution for publication in the forthcoming annual report of your Department, I beg leave to submit the following:

During the school year which has just come to a close there were connected with this school 218 pupils. Of this number, 128 were State pupils, 77 were county pupils, 12 were pay pupils, 1 was a free pupil.

The corps of instruction consisted of 16 regular teachers and 5 special teachers. Of the regular teachers, 13 are ladies and 3 are gentlemen; of the special teachers, 4 are gentlemen and 1 is a lady.

The regular course of study, which was pursued during the period covered by this report, embraces: Kindergarten work, articulation, lip-reading, penmanship, reading, language lessons, composition, arithmetic, complete; form study, natural philosophy, chemistry, geography, of all countries; history, natural history, geometry, bookkeeping, freehand drawing, from copies, casts, and natural objects; instrumental drawing.

The special lessons were in: Clay modeling, oil painting, cooking, plain sewing, dressmaking, woodwork and metal-work.

This course of study, which differs materially from that used in the common schools, has been devised with special regard to the needs and requirements of the class of pupils whom we have in our charge. I take it to be our chief duty to the State, to enable these pupils to become self-supporting when they leave school. The only way in which they can support themselves is by engaging in some manual pursuit. With few exceptions, deaf-mutes have to make their living by the labor of their hands. Occasionally we find one who is successfully carrying on some business, or who is holding a position as clerk or book-keeper, etc., but such cases are rare, and the great mass of our pupils have to enter shops and factories when they leave school. Hence, it seems that we can not do better than bend all our energies toward developing their powers of observation and training their eyes and their hands while they are in school. We have 25 school hours a week. Of these 25 hours, we devote in the advanced classes 11 hours each week to the study of physics, chemistry, geometry, freehand drawing and instrumental drawing. In the lower classes, also, a considerable portion of the school time is given up to drawing, form-study and

clay-modeling. Besides, all the boys over 14 years of age spend eight hours each week in the manual training department, and some spend from three to five hours additional in the art studio.

From these statements it will be seen that the greater part of the time of the older pupils is given up to such subjects as have a direct bearing upon ordinary trades, and a knowledge of which can be practically applied in the workshops to which they have to go when they leave school.

It must be gratifying to every one who is charitably inclined, that of late years there has been a considerable decrease in the proportion of deaf-mute children in the State to those who can hear and speak. The decrease is especially noticeable among the better classes of the population. This can be explained in the following way: Only a comparatively small percentage of these afflicted children are born with their infirmities. The great majority of them lose their hearing at an early age, through some accident or through the common children's diseases, such as measles, scarlet fever, diphtheria, etc. It is well known that in these ailments proper nursing is just as important as medical attendance, if not more so. If, nowadays, a child whose parents are in good circumstances, is taken sick with one of these diseases, they will at once engage one or two trained nurses, who will watch the child carefully and intelligently, day and night, and if the least symptom appears of a complication which may affect the ear, they will discover it at once, and a medical specialist will be called for consultation. The result in most cases is that the child recovers from his illness without being left deaf. The competent aurists that are now to be found in almost any city, large or small, and the trained nurses that can be procured almost anywhere, have, in my opinion, been instrumental in greatly reducing the number of deaf-mutes among the children of the better classes. It is to be hoped that before long the benefits of proper medical treatment and of good nursing will become available to the children of the poor as well as to those of the rich.

Taking into consideration the fact that from year to year deaf-mutism becomes more and more limited to the children of the poor, who are obliged to make their own living after leaving this institution, there is additional reason why our course of study should be shaped in such a manner that our pupils receive that kind of information and that kind of skill which they can directly apply in their future occupations.

Respectfully submitted,

D. GREENE,

Principal.

Lexington Avenue (between Sixty-seventh and Sixty-eighth streets), New York, October 6, 1894.

ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—During the year ending September 30, there were in attendance at the three schools of St. Joseph's Institute 375 pupils. Of these, 184 were State and 156 county pupils, the remaining 32 were supported by guardians.

The schoolroom work of the last year was carried on in accordance with the oral method adopted in 1888, and the branches taught are those pursued in the public schools.

As stated in my last report, we recognize the importance of manual training for the deaf and have endeavored to secure first-class teachers for the various industries. On an average, two hours a day are devoted to industrial training in the senior department and from 30 minutes to an hour in the junior department. As a rule the pupils appreciate the advantages afforded them through the liberality of the State and are eager to improve.

Very respectfully yours,

CELESTINE SCHOTTMÜLLER,

Superintendent.

Westchester, November 10, 1894.

CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—In accordance with your request and custom I have the pleasure of submitting for your consideration a review of the operations of the Central New York Institution for Deaf-Mutes for the year ending September 30, 1894.

There were connected with the school on September 30, 1893 — 132 pupils — 66 boys and 66 girls. Since that time 15 (eight boys and seven girls) have been admitted, making the total enrollment for the year 147 pupils — 74 boys and 73 girls — 15 have severed their connection, of which number nine were returned to their parents on account of the expiration of their terms; one was discharged, not being a fit subject; one died; and four were detained at home by parents (cause unknown), leaving 67 males and 65 females, a total of 132, connected with the institution on the 30th of September, 1894.

Of the whole number, 98 were supported by the State of New York and 49 by the counties. The institution in all its depart-

ments, I am pleased to report, has been conducted with efficiency and a good degree of success. The work of the classes in industrial training indicated very general progress in every branch taught.

But few changes have occurred in the various departments.

The general health of the school has been good. There have been the usual number of minor cases of sickness, all of which readily yielded to careful treatment and good nursing. With strict attention to diet, regular hours of study, rest and recreation our pupils, as a rule, return to their homes in June in excellent health. We have had one death.

The deaf-mutes, as a class, compose but a small portion of the community, yet the character of their misfortune seems to impose a strong claim upon our justice and benevolence to afford them the best possible facilities for instruction. They have the same faculties by nature as those who hear, but one important sense is wanting, and consequently they have not equal sources of enjoyment or stimulus to mental improvement. In acquiring language, especially, they have serious obstacles to overcome. Not being able to associate the meaning, form, and order of words with sound, their memories are taxed with dry particulars and they are much more liable to mistakes than those who have ears to detect any departure from usage or euphony. No one but those engaged in the education of the deaf can appreciate and understand the work and great mental strain that is required for the successful instruction of this class. The position of teacher is no sinecure. It is no mere pastime in which we are engaged, but an occupation which means hard and earnest work, and, requiring activity of both body and mind, it taxes severally all the powers of the teacher and makes large and constant drafts on all his energies. The teacher of the deaf should comprehend the difficulties in the way of their development and the objects to be daily sought in their education. To a casual observer it may appear that the work requires no great exertion of the bodily powers. The most that he sees are a few simple motions of the hand or arm, aided, perhaps, by a look or some expressive movement of other parts of the body, but the more careful observer perceives and the teacher, by experience, knows that this is not all by a great deal. The expenditure of muscular power, in making signs and teaching the deaf to speak, though considerable itself, is but a small part of the tax upon the physical energies of the teacher. Still, notwithstanding this hard work and mental anxiety, we reap our reward by seeing our pupils, with rare exceptions, growing better from the commencement of the course to its close and we have every reason to expect that

those who have thus improved while under our care will do well after their return to their homes and go out into the world to act for themselves. All of which is

Very respectfully submitted,

EDWARD BEVERLEY NELSON,

Principal.

Rome, November 10, 1894.

WESTERN NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—I herewith respectfully present the eighteenth annual report of the above-named institution, located in the city of Rochester.

The total attendance of pupils during the past year has been 181; of this number, 116 were State and 65 were county pupils. The average attendance has been 156. The number in attendance since the organization of the school is 372. Of the 259 withdrawn, the average duration of attendance has been 5.9 years. At the close of the school in June there were four graduates from the high class who received diplomas; eight pupils who were members of the lower grades completed their terms of appointment; to four of these, who were members of the grammar classes, certificates of scholarship were given. Of the 156 present on the 30th of September, 82 were congenitally deaf or lost their hearing under the age of two years; 65 lost their hearing after they were two and before they were seven years old; statistics in regard to nine can not be given.

The per capita expense for the past year has been \$318.30. The total cost of maintenance was \$49,575.94. The number of volumes in library is 1,800; the number of volumes added during the year, 300; expense of library, \$514.45.

I will endeavor to define the position which the Rochester school holds in relation to deaf-mute education.

For 100 years there have been in schools for the deaf two opposing methods—the French and the German. By the French—the sign method—the deaf are taught to read and write through the instrumentality of a highly perfected language of gesture signs. By the German or oral method the deaf learn to understand language by means of speech-reading, and to communicate through speech. The advocates of the original pure oral method of Germany contended against reading and writing on the ground that the use of these must inevitably impair excellence and skill in speech and speech-reading.

The French method was the first to be adopted in America, and by the labors of liberally educated and devoted men, the sign schools, which were established and generously sustained in many States of the Union, gave to their pupils such education as had never before been thought possible. The deaf were fitted for self-support, and some of the more intelligent were qualified as mechanics and skilled workmen to compete with the hearing for desirable positions. A college was opened in Washington under the auspices of the general government, which afforded opportunity for higher education. The graduates of these schools very soon made their way into every field of labor, science, art, literature and the professions, and established happy homes wherein was comfort and even luxury. The power to do this was conferred by the sign schools. The results attained by them during the first fifty years, from the time the first school was established, were superior to anything to be found abroad. American instructors of the deaf did not allow themselves to be ignorant of the work accomplished by the oral schools of Germany. From time to time competent men, who were in fact among the ablest representatives of the profession, visited the schools of that country. The German method had been in active operation for many years under conditions which had been accepted as favorable by its advocates, and the character of these foreign oral schools and their methods had become well established while their work was regarded as satisfactory. The education given by them had not, however, made the adult deaf of Germany capable of providing as bountifully for their own general comfort and happiness or for the enjoyment of that broad and varied usefulness which had become the citizenship right, as it were, of every deaf child in the United States. It is not surprising, therefore, that our educational representatives, who judged of the comparative value of opposing methods by their results, had been disappointed at the standing of German schools. Under the comparison instituted by them the oral method of Germany appeared a failure.

Had there been occasion for equally careful investigation of the sign schools of France, they would undoubtedly have been found wanting. Investigations of this nature would probably have shown that the French schools also failed to send out any considerable portion of their deaf whose intellectual equipment was comparable to that given to the deaf in America. This would have made evident the fact that it was not so much the method as the spirit of our American institutions which gave to them their great superiority.

The education of the deaf had made great achievements in America, when our government sent, as commissioner to investi-

gate the charitable and educational institutions of Europe, the wise and great-hearted Horace Mann. In his report he gave enthusiastic commendation to the work of the German oral schools for the deaf, in that they not only retained and cultivated the speech that might have been acquired before hearing was lost, but also they gave speech to a considerable portion of the congenitally deaf. His recommendation was that this line of work should be taken up by the schools of America, which had theretofore practically ignored it. His report, which started a revolution in the work of teaching the deaf in America speedily bore fruit. Fortunately the first work of teaching the deaf to speak in our country, by the private governess and under the direction of the managers and teachers of the first well-endowed school, did not restrict the work to the German precedent, but began with books and followed broad lines. They strove to give to the deaf a good education, of which speech was an essential feature, though it was not the sole end and aim. The wisdom of Horace Mann was soon to be demonstrated. The first American pupil taught through speech, had hardly entered her teens, before she had passed so far beyond the range of the curriculum of the German schools that when she visited Germany the teachers could hardly believe her attainments were the bona fide result of oral training. The first oral school was fortunate in securing not only liberal endowment, but also a management that was enthusiastic and sanguine.

Oral schools have increased in number and popularity, as well as in excellence of attainment, and the best oral schools of the world may now be found in the United States. Simultaneously with the establishment of oral schools, some of the sign schools adopted oral exercises for a portion of their pupils, for the semi-mute and the semi-deaf, and these became known as combined method schools. As a consequence of this partial introduction of speech, 23 per cent. of the 3,264 deaf children in the combined method schools were, in 1876, taught to speak. Advocates of the several methods, in true philanthropic spirit, are desirous to do the greatest good to the greatest number and to develop every individual to the fullest extent of his powers, notwithstanding the very positive differences of opinion they cherish regarding the comparative value of methods.

The combined method advocate urges against the general adoption of the oral method for the education of the deaf; that lip-reading is a very uncertain medium with any but the most advanced pupils; that slight action of the lips in speech is not easily seen or understood by young children who have not a considerable familiarity with language; and that the difficulties with this medium increase with the size of the class, so that it is

practically impossible to conduct general exercises. They claim that this difficulty is obviated by the sign language, since it is so clearly seen and readily intelligible to those accustomed to its use that whatever the teacher may say is self-interpreting.

Even those oralists who approve of the use of signs by the younger deaf children, as many of them do, object to the combined method on the ground that the sign language, which is foreign to English, is allowed to become the vernacular mode of intercommunication of all the pupils; and that just as soon as this medium of intercourse becomes habitual the language the child speaks becomes a foreign tongue, awkward and unfamiliar. The child who becomes addicted to the sign language is not only indisposed to speak, but is usually antagonistic to speech instruction and averse to making an attempt to express his own thoughts and desires through speech.

The great success of the sign schools in America has been due to the study and use of the English language and not to De l'Epee gesture signs. The great advance which has been made in oral work in America over that of other countries is due to the habit of reading, whereby language is presented to the eye, not by the mouth, but by the hand, in manuscript and in printed books. At the Rochester school a method has been developed, the aim of which is to teach every child habitually to use speech and to read the lips in conversation with every hearing person, and at the same time, through the free use of the manual alphabet, to have a medium of intercourse which is readily seen and easily and confidently used.

Respectfully submitted,

Z. F. WESTERVELT,

Superintendent and Principal.

Rochester, November 19, 1894.

LE COUTEULX ST. MARY'S INSTITUTION FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

Hon. J. F. CROOKER, *Superintendent of Public Instruction:*

Sir.—In compliance with your request, I respectfully submit the following statement regarding the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes for the year ending September 30, 1894:

The number of pupils in attendance at the date of my last report was 127. Twenty-seven have since been admitted, 27 discharged or withdrawn, and one died, leaving the present num

ber 126 — 67 males and 59 females. Of this number, 59 are State pupils, 52 are supported by counties, 10 by parents or friends and 5 by the institution.

The general health of the pupils has been good. At the beginning of the year, there was one death, due to paralysis, of a boy 15 years of age. Improved sanitation has contributed to the healthful condition of the school.

During the past year, we have been deprived, by death, of the valued services of the Rev. P. S. Dunne, president of the board of trustees. He was appointed president in 1880, and through this period of more than 14 years, he gave generously of his time and thought to the interests of the institution. He brought to the administration of its affairs, a sound judgment and a wise discretion, representing its interests before the authorities and public officials, counseling its officers and teachers, and befriending its pupils, which materially aided in enhancing its usefulness. He was a man of rare endowments of heart and mind, and only those intimately associated with him in the work can fully realize how great a loss his death is to the institution.

The number of instructors has been the same as in the preceding report, viz.: 12, including the principal, in the educational department and five in the industrial department. Faithful and efficient work has been done by teachers, officers and pupils, with satisfactory results. The work of the educational department has been carried forward with increased vigor and enthusiasm. The system of classification detailed in former reports has been continued. In the methods of instruction, we have followed the same general plan heretofore pursued. Instruction in speech has continued with increasing satisfactory results. Our first aim has been to develop the minds of the pupils and to teach language as an expression of thought. All effort has been directed toward this end.

We regret very much that some of our most promising pupils are withdrawn by their parents, just as they are prepared to make rapid progress, and when a few years more at school would be of inestimable benefit to them. Parents do not sufficiently consider that the loss of an education is a serious hindrance to their children's advancement in life, else such cases would not occur so frequently.

During the year, several of our teachers visited other similar schools for the purpose of observing the methods and gaining help for our own work. Two attended the fourth summer meeting of the "American Association to Promote the Teaching of Speech to the Deaf," held at Chautauqua, N. Y., July 2-12. Some valuable suggestions were thus obtained.

While the intellectual development of the pupils has received careful attention, their industrial training has not been overlooked. The older pupils spend from two three hours, daily, in the industrial department. Habits of industry are thus formed which prove very valuable to them in after life. As previously stated, the boys are instructed in printing, tailoring, shoemaking, chair-caning and wood-carving; the girls in plain sewing, dress-making, fancy work, cooking and household economy. Many of our pupils who have left us are profitably employed in various parts of the country.

A medal and diploma have been awarded the institution by the World's Columbian Commission Bureau of Awards, Washington, D. C., for its exhibit of class work at the World's Columbian Exposition, for "Excellence of work done for deaf-mutes, and for excellent work done by them," and a "Diploma of honor," by those in charge of the Catholic educational exhibit, for "Industrial and art work."

The institution has been visited, during the year, by Hon. Wm. R. Stewart, president of the State Board of Charities, a committee from the Constitutional Convention, and nearly the entire board of supervisors of Erie county, as well as their committee on charitable institutions. The members of the last-named committee visit the institution quarterly, and as the majority of our pupils are from this county, they take a personal interest in their welfare and note the progress made by each and every one.

In conclusion, I desire to offer most sincere thanks for the prompt attention with which your Department has attended to all business matters concerning the institution.

Respectfully submitted,

SISTER MARY ANNE BURKE,

Principal.

Buffalo, November 10, 1894.

NORTHERN NEW YORK INSTITUTION FOR DEAF-MUTES,
MALONE, N. Y.

HON. J. F. CROCKER, *Superintendent of Public Instruction:*

Sir.—The following brief report of facts relative to the Northern New York Institution for Deaf-Mutes, at Malone, N. Y., for the year ending September 30, 1894, is respectfully submitted in compliance with your request of the 9th inst.:

The whole number of pupils in attendance was 94; 59 were males and 35 were females. Of these, 68 were supported by the State, 42 males and 26 females, and 26 by counties, 17 males, 9 females.

The health record of the institution is indeed remarkable, when we consider that during its 10 years' existence not a pupil has died within its walls. Such a record must be gratifying to those who have confided their children to its care, and to the State, under which the school is conducted. Further than this, and to which we can ascribe the cause primarily, is the Divine oversight which has been accorded us, and which has made successful human endeavor. Not a serious case of sickness has existed, nor has epidemic or contagious disease been within our walls. Other things being equal, healthfulness is an essential which is not given the prominence that it deserves. In the hurried perfunctory inspection which institutions of our kind periodically receive, attention is fixed upon business management, or other features, and inquiries concerning the physical welfare of pupils are very meagre, except when aggravated conditions exist. This oversight, whether intentional or not, can not degrade the importance of that upon which success, either educational or financial, is contingent, but it unjustly deprives some institutions from the credit which they have earned, and therefore deserve. Strengthen the confidence of the people by letting the truth be known.

In a separate building, and one specially designed for the purpose, our pupils now have the opportunity of learning one of four trades, viz., shoemaking, printing, tailoring and dressmaking. This means more than at first appears, and the good derived from this department can best be seen when it is better known what it accomplishes in various ways and how the influence of its instruction lasts far into the lives of those who have been members of its classes. The State, in its appropriation of moneys for the support of educational institutions, should demand that while so much money is being expended, some earning, besides mental acquirement, should be made. This, for our shops, we expect to be able to show, in that our necessary clothing, for both males and females, including shoes, are by our pupils manufactured. A life of occupation inculcates habits of industry, and training along this line greatly enhances the chances of bread-winners. Again, the weekly publication issued by our printers not only serves to keep parents of pupils in closer touch with the school, but is of educational value to the pupils, and a source of profit to the State.

The educational department, under the charge of Mr. Edward C. Rider, is reported as being made up of 12 classes, exclusive of those in articulation and lip-reading, and consists of a manual and an oral division—four oral and eight manual classes. The number of pupils under oral instruction is 17; those under the manual method, 68. Speech and speech-reading, by the use of

the Harwood diacritical manual, is taught to about seven-tenths of the pupils. The hours of school are six, three in the morning and three in the afternoon.

To give an idea of the work done, it will not be out of place to say that two of the members of the seventh grade A class succeeded in passing Regents' examination in three subjects.

The following is a list of some of the text-books used at this school: Grube's Arithmetic, Appleton's Arithmetic, Frye's Primary Geography, Barnes' Complete Geography, Mary F. Hyde's First and Second Lessons in English, Maxwell's English Grammar, Cyr's Children's Primer, Heart of Oak Books Vol. 1, Aesop's Fables, Gulliver's Travels, Blaisdell's First Steps American and British Authors, Meiklejohn's English Literature Mary L. Pratt's American History Stories, Barnes' History of the United States, Blaisdell's Child's Book of Health, Johnnot and Bouton's How We Live, or the Human Body and How to Take Care of It, Steele's Physiology, Anderson's English History Young's Civil Government, Bryant and Stratton's Bookkeeping

The kindergarten building, which it was intended to build with money appropriated by the State for that purpose, will not for several reasons, be erected this fall.

Before closing, permit me to thank you for the promptness and efficiency of your Department in all business matters pertaining to this school.

Yours respectfully,

HENRY C. RIDER,

Superintendent.

Malone, November 16, 1894.

3. STATISTICAL TABLE.

The following table shows the number of pupils in the institutions for the deaf and dumb, to which appointments are made by this Department, and how supported; also the number appointed during the year.

	State.	County.	Parents, etc.	Total.	Appointments.*
New York Institution.....	228	156	6	390	51
New York Improved.....	128	77	13	218	24
Fordham.....	184	166	35	375	31
Rome.....	98	49	.....	147	14
Rochester.....	116	65	.....	181	14
Buffalo.....	59	32	15	106	1
Malone.....	68	26	.....	94	1
Total.....	881	581	69	1,531	134

* To December, 1894.

EXHIBIT No. 11.

INSTITUTION FOR THE BLIND.

REPORT OF SUPERINTENDENT.

INSTITUTION FOR THE BLIND.

NEW YORK INSTITUTION FOR THE BLIND.

Hon. J. F. CROOKER, *Superintendent of Public Instruction* :

Sir.—I beg respectfully to submit the following statement of the work of the New York Institution for the Blind, for the year ending September 30, 1894:

Number of pupils, September 30, 1893.....	198
Enrolled during the year.....	37
<hr/>	
Whole number	235
Reductions	38
<hr/>	
Number, September 30, 1894.....	197
<hr/>	

The work of the several departments is indicated by the following course of instruction:

Kindergarten.

The usual course is followed, the pupils being arranged in two grades.

Literary Department.

Sub-primary grade.—Reading, spelling, number.

Primary grade.—Reading, spelling, arithmetic.

Intermediate grade.—Reading, spelling, geography, with dissected maps, English history, object lessons.

Sub-junior grade.—Reading, spelling, geography, with maps, American history, point writing, with composition.

Junior grade.—Reading, spelling, English history, arithmetic, grammar, geography, typewriting.

Sub-senior grade.—Arithmetic, grammar, history, geography, physiology, with apparatus, rhetoric, composition, typewriting.

Senior grade.—Algebra, geometry, logic, natural philosophy, mental and moral philosophy, science of government, political economy, typewriting.

Music Department.*Vocal.*

Junior grade.—Exercises for the control of breath and formation and articulation of tones, with practice of scales, intervals and pieces; also exercises for the cultivation of the ear.

Senior grade.—The same continued with part singing.

Instrumental.—Piano, organ, guitar.

Theoretical and practical.—Harmonic notation, harmonic counterpoint, acoustics, musical form, musical history, theory and practice of teaching, piano technic, point system of tangling music, staff notation, piano-tuning.

Industrial Department.

The boys are taught cane-seating and mattress-making, and with the aid of models are instructed to perform such manipulation of the piano action and strings as are incident to the art piano-tuning.

The girls are taught sewing and knitting by hand and machines, embroidery, crocheting, and such manipulation of needle, thread, worsted, etc., as are used in producing useful and ornamental articles; also cooking and household economy.

Physical Training.

Daily class exercises for all grades.

Note.—All the subjects of the literary department can not be represented in the work of a single year. Such as do not appear in the schedule will be taken up subsequently. The purpose is to complete spelling, grammar, United States history, English history, arithmetic, physics, composition, geography, geometry and civics, according to the requirements of the Regents' examinations, before taking up other subjects in the course.

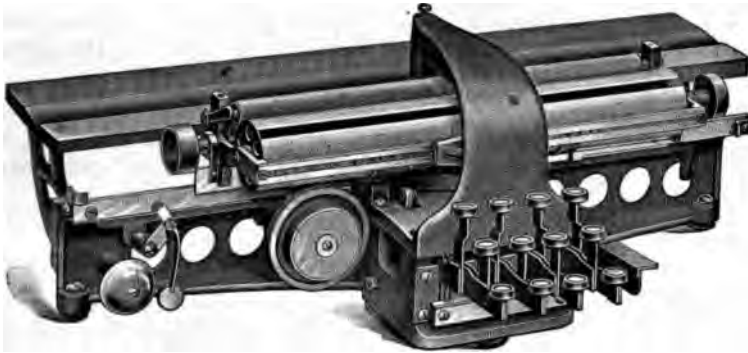
The ordinary typewriting machine has become an indispensable appliance in educational work. By its use, our pupils are enabled to take the Regents' examinations on the same conditions as the pupils in other schools. By reason of the fact that this work is done without the aid of that most important sense, the sight, the test is vastly more severe for our pupils than for others. Nevertheless, they like to be judged by the usual standards, and respond to the tests with a degree of courage and success which inspire a feeling of surprise and wonder in the mind of the general observer.

During the past year, it has been my good fortune to successfully construct two mechanical instruments which are designed to promote our educational work and the general welfare of the

blind. One, called the kleidograph, enables us to write the New York point system in tangible form, all the points in any letter or sign being formed at a single stroke, and right side up, so that the writing can be read as fast as it is done, without removing it from the machine. The number of points in a sign varies from one to eight, and by the method of writing with a stylus and tablet, each of these points requires a distinct movement of the hand and stylus, while with the kleidograph any number of points can be embossed by a single stroke.

The operator can at will produce capitals, small letters, punctuation marks, numerals and the tangible equivalents of musical notation, and is thus enabled to write either literature, mathematics or music.

Subjoined is a cut of the kleidograph.



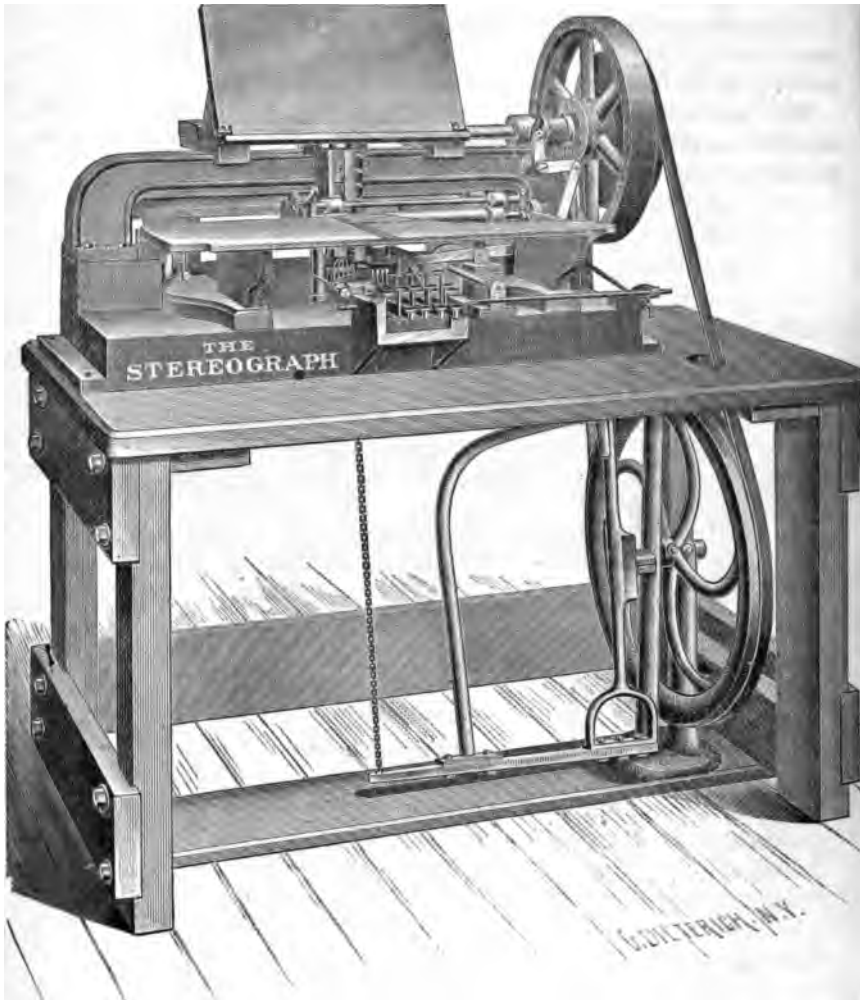
THE KLEIDOGRAPH.

The eight upper keys correspond, respectively, to each of eight stylets, situated in the rear of the machine. These stylets are pressed upwards by the key-levers, forcing the paper into suitable cavities in an impression plate which is adjusted to the goose neck directly above the stylets.

Each of the eight upper keys moves independently of the others. Each of the keys of the lowest rank, however, is yoked to the pair directly above it, and by this means, the action of one finger on either of these lower keys depresses both of the keys directly above it. By this means, the whole eight keys can be depressed by the use of only four fingers. The key-board can be operated by one hand alone, which is quite essential for the blind student, who, in making notes or copying, will need to use one hand in reading while the other is employed on the key-board in writing.

An interesting feature of the key-board is, that owing to the peculiarly fortunate structure of the New York system, many combinations of two letters may be formed at a single stroke.

The other machine is called the stereograph, and is designed to emboss the New York point system upon sheets of brass, to be



THE STEREOGRAPH.

used in printing books, in lieu of stereotype or electrotpe plates made from forms of movable type. The object of this machine is to simplify and cheapen the process of making plates for embossed books.

The introduction of these appliances marks an important step forward in the education of the blind, and adds new lustre to the achievements of this institution, whose system has been recognized by the educators of this country as the best ever devised.

Publications of school-books and general literature are rapidly increasing, and by these means through the adoption of the New York system, chaotic diversity in the procedure of the schools of our country has given place to uniformity, based upon the best known methods.

The general health of the school during the year has been excellent, and the work of the several departments has been satisfactory.

Respectfully submitted,

WILLIAM B. WAIT,
Superintendent.

Ninth avenue and Thirty-fourth street, New York city.

EXHIBIT NO. 12.

UNIFORM EXAMINATIONS
FOR
COMMISSIONERS' CERTIFICATES.

- *1. REGULATIONS GOVERNING UNIFORM EXAMINATIONS.
2. QUESTIONS SUBMITTED AT EXAMINATIONS DURING REMAINDER OF SCHOOL YEAR, ENDING JULY 31, 1894.
3. STATISTICAL TABLE SHOWING RESULTS BY COMMISSIONER DISTRICTS BETWEEN OCTOBER 15, 1893, AND JULY 31, 1894.
4. LIST OF FIRST-GRADE CERTIFICATES GRANTED BY SCHOOL COMMISSIONERS BETWEEN OCTOBER 15, 1893, AND JULY 31, 1894.
5. LIST OF FIRST-GRADE CERTIFICATES RENEWED BY SCHOOL COMMISSIONERS BETWEEN OCTOBER 15, 1893, AND JULY 31, 1894.

*In future reports all matters relating to this exhibit will be given for the school year beginning August 1st and ending July 31st.

UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

I. REGULATIONS GOVERNING UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, August 1, 1894.

To School Commissioners:

The following regulations in reference to uniform examinations for commissioners' certificates are hereby established and prescribed for the guidance of school commissioners, to take effect January 1, 1895.

Regulations.

GRADES OF CERTIFICATES.

Teachers' certificates issued by school commissioners shall be of three grades—first, second, and third.

FIRST GRADE.

Term.—Certificates of this grade shall be issued for a term of five years.

Renewals.—Upon their expiration, certificates held by teachers who have taught under them successfully for periods of three, four or five legal school years, may be renewed by the school commissioner, for corresponding periods without examination. Upon their expiration, certificates held by teachers who have taught under them successfully for less than three legal school years, may be renewed by the school commissioner, upon the approval of the State Superintendent of Public Instruction, but such renewal shall be for a period of three years or less as the Superintendent shall determine.

QUALIFICATIONS OF CANDIDATES.

Experience.—Candidates must have taught successfully for at least two years, and are not eligible to enter an examination without having had such experience.

Educational requirements.—Candidates shall be required to pass a written examination in the following subjects: Algebra, American history, arithmetic, bookkeeping, civil government, composition, current topics, drawing, geography, grammar, methods and school economy, orthography, penmanship, physics (elementary), physiology and hygiene, and school law.

Standings required.—For certificates of this grade, separate examinations shall be held, and candidates must attain a standing of at least 75 per cent in arithmetic, geography, grammar, penmanship, methods and school economy, and orthography, and an average standing of at least 75 per cent in the other subjects.

Times for holding examinations.—Examinations shall begin on the first Thursday of March and the second Thursday of August, and shall continue two days.

Number of trials allowed.—All candidates who attain the required percentage in any one of the designated subjects, but not in all, will be credited for those studies in which they shall

DEPARTMENT OF PUBLIC INSTRUCTION.

have passed, and a partial certificate to this effect will be given by the school commissioner. Candidates passing the required percentages in the remaining designated subjects, at either or both of the next two subsequent examinations, will receive a certificate.

Examination of answer papers.—All answer papers submitted by candidates for first-grade certificates shall be forwarded, immediately after the close of the examination, to the State Superintendent of Public Instruction, for examination, marking and filing, unless otherwise directed by the Superintendent.

Date of certificate.—First-grade certificates shall be dated when issued, but not more than six months shall intervene between the final examination and the issuance of the certificate.

PROGRAM OF EXAMINATIONS.

Thursday.

A. M.—Arithmetic, geography, drawing.

P. M.—Composition, grammar, physiology and hygiene, current topics.

Friday.

A. M.—American history, algebra, bookkeeping, orthography.

P. M.—Civil government, school law, physics, methods and school economy.

SECOND GRADE.

Term.—Certificates of this grade shall be issued for a term of two years.

Renewals.—Certificates shall be renewed only upon re-examination, upon which new certificates shall be issued.

QUALIFICATION OF CANDIDATES.

Experience.—Candidates must have taught successfully for a period of not less than ten weeks, and are not eligible to enter an examination without having had such experience.

Educational requirements.—Candidates shall be required to pass an oral examination in reading and a written examination in the following subjects: American history, arithmetic, civil government, composition, current topics, drawing, geography, grammar, methods and school economy, orthography, penmanship, and physiology and hygiene.

Standings required.—Candidates must attain a standing of at least 75 per cent. in arithmetic, geography, grammar, penmanship, methods and school economy, orthography, and reading, and an average standing of at least 75 per cent. in the other subjects.

Days for holding examinations.—Examinations for certificates of this grade, unless omitted in the discretion of any school commissioner, shall begin on the first Thursday of March, second Thursday each of January and June, the first Friday each of April, September and October, the second Thursday of August, and shall continue two days.

Number of trials allowed.—Candidates for their first certificate in this grade shall be exempt from examination in any subject in which they have attained the required percentage in any previous examination held not more than six months before. For any subsequent certificate of this grade, candidates shall be exempt from examination in those subjects in which they shall have attained the required percentages, provided all such percentages shall have been attained in a single examination held within six months preceding the date of the final examination.

Examination of answer papers.—All answer papers submitted by candidates for second-grade certificates shall be forwarded, immediately after the close of the examination, to the State Superintendent of Public Instruction, for examination, marking and filing, unless otherwise directed by the Superintendent.

Date of certificate.—Second-grade certificates shall be dated when issued; but not more than six months shall intervene between the final examination and the issuance of the certificate.

PROGRAM OF EXAMINATIONS.

First day.

A. M.—Civil government, drawing.

P. M.—American history, current topics, methods and school economy.

Second day.

A. M.—Arithmetic, geography, orthography.

P. M.—Composition, reading, grammar, physiology and hygiene.

THIRD GRADE.

Term.—Certificates of this grade shall be issued for a term of one year, shall be limited to a particular school or grade, and shall in no case be issued to the same person more than once.

Number of certificates.—But one certificate of this grade shall be granted to the same person.

QUALIFICATIONS OF CANDIDATES.

Experience.—None is required.

Educational requirements.—Candidates shall be required to pass an oral examination in reading and a written examination in arithmetic, composition, geography, grammar, orthography, penmanship, and physiology and hygiene.

Standings required.—Candidates for the certificates of this grade must attain a standing of at least 70 per cent in arithmetic, geography, grammar, orthography, penmanship and reading, and an average standing of at least 70 per cent in the other subjects.

Days for holding examinations.—Examinations for certificates of this grade, unless omitted in the discretion of the school commissioner, shall be held on the second day of the several dates arranged for second-grade certificates.

Number of trials allowed.—Candidates for certificates in this grade, shall be exempt from examination in any subject in which they have attained a standing of 70 per cent or over in any previous examination held not more than six months before.

Examination of answer papers.—All answer papers submitted by candidates for third-grade certificates shall be forwarded, immediately after the close of the examination, to the State Superintendent of Public Instruction, for examination, marking, and filing, unless otherwise directed by the Superintendent.

Date of certificate.—A candidate may take the examination at any appointed time or place, but a certificate shall be issued only after the candidate shall have made an engagement to teach approved by the school commissioner. If, after passing an examination, a candidate expects to teach within the jurisdiction of another commissioner the answer papers shall be transferred to said commissioner upon his requisition. Third-grade certificates shall be dated when issued; but not more than six months shall intervene between the final examination and the issuance of the certificate.

PROGRAM OF EXAMINATIONS.

A. M.—Arithmetic, geography, orthography.

P. M.—Composition, reading, grammar, physiology and hygiene.

TEMPORARY LICENSES.

In addition to the three grades of certificates, the State Superintendent of Public Instruction will, in his discretion, issue temporary licenses for a time not exceeding six weeks, but only in cases in which public convenience absolutely requires it, and then only upon the recommendation of the school commissioner having jurisdiction.

No temporary license will be granted unless satisfactory evidence is furnished that the candidate is qualified, and sufficient reasons are given why the candidate is not the holder of a regular certificate.

GENERAL REGULATIONS.

1. Candidates undertaking the first-grade examination and failing to attain the standard required for a certificate of that grade, may be given a certificate of the second or third grade, provided the percentages attained are as high as those required in the grade for which the certificate is granted; but no credits obtained in a second or third-grade examination shall be allowed in an examination for a first-grade certificate.

2. Candidates for certificates of any grade shall be exempt from examination in any subject in which they have attained a standing of 75 per cent in an examination for a State certificate, as shown by any partial State certificate issued not more than five years previously.

3. No answer paper, in any subject, showing a standing of less than 50 per cent shall be accepted.

4. School commissioners may, in their discretion, supplement these examinations with additional questions, demand a higher percentage than is required by the standard regulations, and, for sufficient reasons, refuse to admit a candidate to the examination, or to grant a certificate after he has attained the required standing.

MARK NO.

5. The standing in each subject shall be marked as directed on the question paper. Any answer or process that shows knowledge of principles, or gives an essential part of the information required, shall be given its proportion of credit.

6. Penmanship will be judged from the papers on geography, and a certificate should be refused the candidate whose penmanship is not clearly legible.

7. Twenty-five per cent of the credits of papers on composition will depend upon the general excellence of all papers submitted, with reference to neatness, order, and punctuation.

8. In the solution of problems, every process must be given in full or indicated. Answers alone will not be accepted.

9. In marking partial certificates of the first grade, commissioners will draw a line through all subjects not taken, also through all standings below 75 per cent. in arithmetic, geography, grammar, penmanship, and methods and school economy, and all standings below 50 per cent. in the remaining subjects.

INDORSEMENT OF CERTIFICATES.

10. Certificates of the first and second grades shall be valid in any commissioner district of the State, when indorsed by the school commissioner having jurisdiction.

RECORDS OF EXAMINATIONS.

11. Records of all examinations shall be kept by school commissioners in a book furnished by the Department of Public Instruction for that purpose.

CERTIFICATES.

12. Blank certificates of the prescribed form will be furnished for the use of the commissioners by the Department of Public Instruction.

PLACES OF EXAMINATIONS.

13. Commissioners shall give due notice of the places of examinations and the house at which they will begin.

14. The places for holding examinations should be those best suited to the convenience of the entire district, and a yearly schedule of such places, with the date of each examination, shall be published by the school commissioners.

15. Examinations shall be held in but one place in any school commissioner district upon the same date, unless permitted by the State Superintendent of Public Instruction.

STATEMENT OF CANDIDATES.

16. Before entering upon examination candidates will be required to fill out a copy of the following:

Full name
 Home P. O.
 Age
 Number of terms taught
 References as to moral character
 Last certificate: { Grade Date
 { Issued by
 Have held second grade certificates.
 Have held third grade certificates.
 Have held temporary licenses.
 Am exempt from examination in

Copies of the above will be supplied by the Department.

17. The examinations in each subject will be restricted to the half-day designated in the program.

18. Collusion between candidates, or any other act of dishonesty, will wholly vitiate their examination.

19. Answer papers should be written in ink and properly arranged for filing.

20. Questions to be used in these examinations will be issued by the Department, and forwarded to school commissioners in sealed envelopes which must be first opened in the presence of the class at the time for the examination.

21. Answers will be furnished to commissioners—the envelope containing the same must not be opened until the close of the examination.

22. Candidates must supply themselves with necessary stationery, and to secure uniformity legal cap paper should be used. They must also provide themselves with compasses and ruler for use in drawing.

TRANSFER OF RECORDS AND BLANKS.

23. Each school commissioner shall transfer to his successor in office the book of records of examinations, all stubs of certificates granted, and all unused blanks furnished by the Department of Public Instruction.

METHODS AND SCHOOL ECONOMY.

24. The questions on this subject used in the examinations of 1895, will be based upon the following works: White's School Management, Page's Theory and Practice and De Graff's Schoolroom Guide.

J. F. CROOKER,
State Superintendent.

II. QUESTIONS FOR EXAMINATIONS.

Uniform Examinations for Commissioners' Certificates, Issued from the Department of Public Instruction, from January to December, 1894, inclusive.

THURSDAY, JANUARY 11—SECOND AND THIRD GRADES.

A. M.

Civil Government.

Each of the following questions has ten credits assigned to it:

1. The American plan of government is that the States reserve to themselves as much power as possible, and delegate to the general government only such powers as are absolutely necessary to a strong central government. Give two illustrations of this.
2. How does the State constitution differ from that of the United States in its provision for the origin of bills?
3. For what three general purposes may Congress levy taxes?
4. What check is placed upon the President in his action towards foreign powers—for example—in making treaties, appointing ambassadors, ministers, etc.?
5. (a) What is the salary of the Vice-President? What legislative officers receive the same salary?
6. When shall the Lieutenant-Governor not act as a member of the court of impeachment? Why?
7. State with reference to Congress (a) the number of representatives; (b) the number of Senators; (c) the number of representatives from this State; (d) the number of Senators from this State.
8. The sheriff is required by law to give bonds for the faithful performance of his duties. Why this requirement?
9. By whom are vacancies in the following offices filled: (a) County Judge; (b) County Treasurer; (c) School Commissioner?
10. (a) For what purpose are constitutional conventions in this State held? (b) By whom are the members of such convention chosen?

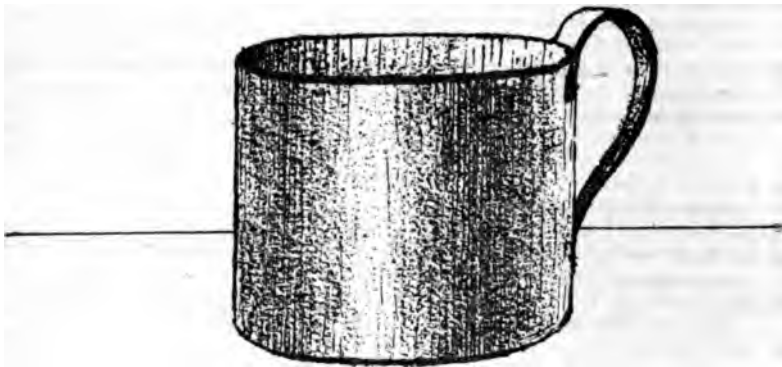
Drawing.

Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

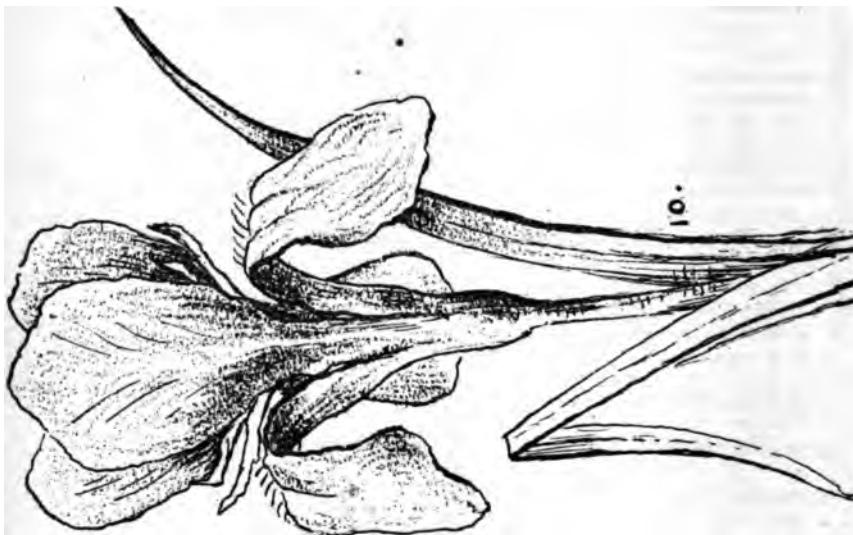
The measure of all work shall be at least one inch.

1. (a) What hue would be found, by mixing one part orange with four parts of yellow? (b) What hue would be found, by mixing one part green with three parts yellow? (c) What hue would be found, by mixing two parts orange with three parts red? (d) Name in order of position the positive (or standard) colors of the spectrum, from red to green, inclusive.
2. (a) Draw to represent the lower half of a sphere—in front and below the eye. (b) Repeat, and modify to represent a basket—having the same outline—the handle of the basket to be attached at each end of the diameter of the ellipse.

3. (a) Draw to represent a cube having top, front, and left side in view. Diameter $1\frac{1}{4}$ ". (b) Repeat, and modify to represent three books, standing side by side — touching each other — the whole outline of which shall be the same as the cube.
4. What is the aim of a draughtsman in making a working drawing?
5. Make a working drawing of a common square-headed bolt.
6. From sketch here given, draw a pattern, from which a cup of the same shape could be made. Diameter 2", altitude $1\frac{1}{4}$ ", handle $\frac{1}{4}$ " wide at top, $\frac{1}{8}$ " wide at base, and 2" long.



-
7. Name four manufactured articles, where application of spirals are found.
 8. Draw to represent the Ogee'curve — (compound or reverse.)
 9. Draw to represent six splints — $\frac{3}{8}$ " wide, 3" long — woven.



10. (a) Copy outline of iris here given. (b) Draw conventionalisation of iris, known in French ornament as the Fleur-de-lis.

Reading.

To be supplied by the commissioner.

P. M.

American History.

Each of the following questions has ten credits assigned to it.

1. (a) Upon whose discoveries did the English base their claim to the coast from New Foundland to Virginia? (b) Upon whose explorations did the Dutch base their claim to the coast from Cape Cod to Delaware Bay?
2. Trace the course of La Salle from the mouth of the St. Lawrence to the mouth of the Mississippi river.
3. Name the three classes of colonial governments existing at the beginning of the Revolution. Tell to which class the following colonies belonged: (a) New York; (b) Rhode Island; (c) Massachusetts; (d) Pennsylvania; (e) Virginia.
4. What was the origin of the debt, the imposition of which upon the colonies was one of the causes of the revolution?
5. Mention two of the leading military operations of the year 1776.
6. (a) Where was the national capital during Washington's administration? (b) In whose administration was the capital removed to Washington?
7. (a) To what man are we chiefly indebted for the purchase of Louisiana? (b) Name four States since taken from that territory.
8. (a) What reason did the United States allege for declaring war upon Mexico? (b) What was the real reason for forcing Mexico into war?
9. (a) Who were the two leading candidates for the presidency in 1836? (b) What was the main question at issue in that campaign?
10. (a) What world's fair was held at Philadelphia? (b) In what year was it held? (c) To commemorate what event? (d) Why was it appropriate that that fair should be held at Philadelphia?

Current Topics.

Of the following questions, candidates will answer only eight, to each of which twelve and one-half credits is assigned:

1. What great scientist died during the month of December last?
2. (a) When and at what place did the present Congress meet? (b) The State Legislature?
3. Name three topics discussed by the President in his message to Congress.
4. Name three topics discussed by the Governor in his message to the Legislature.
5. Bills have been introduced in Congress to admit two territories into the Union as States. Name the territories.
6. Name two important bills that are before Congress for consideration.
7. Whom has President Cleveland appointed ambassador to Italy?
8. State important facts briefly relative to the explosion of a bomb in the French Chamber of Deputies.
9. What is the present condition of Hawaiian affairs?
10. Name your two representatives in the State Legislature and the office which each fills.

Methods and School Economy.

Each of the following questions has ten credits assigned to it.

1. (a) Why do children frequently hesitate while reading? (b) How may the habit be corrected?
2. Give steps in teaching phonic analysis and the use of diacritical marks, using the word *wraith*.
3. Name three reasons for requiring pupils to write reproduction exercises.
4. Give a plan of teaching children to draw to a scale.
5. State two rules to be observed in criticising recitation of pupils.
6. How can tardiness at school be lessened?
7. Explain the difference between "to educate" and "to instruct."
8. How may the teacher create in his pupils a taste for good reading?
9. Why should reviews be frequent?
10. In assigning seats to pupils, what principle should govern the teacher?

FRIDAY, JANUARY 12, 1894.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. Find the missing term of the proportion $\frac{3}{8} : 37 :: (?) : 5.6$.
2. Find the interest at 6% per annum, on \$360, from May 23, 1894, to August 6, 1894; (a) by the common method; (b) by the exact interest method.
3. The hypotenuse of a right-angled triangle is 255 feet and its base is 253 feet. Find its perpendicular.
4. A rectangular field 12 ch. 19 l. by 8 ch. 42 l. is worth how much, if valued at \$60 per acre?
5. What is the present worth of \$216 due 7 mo. 24 da. hence, money being worth 6% per annum?
6. 12 sq. rd. 8 sq. yd. 5 sq. ft. is what part of 86 sq. rd. 8 sq. ft.?
7. Gloves are sold at \$.90 a pair, which is 16 $\frac{2}{3}$ % less than the price they are marked, but which is 12 $\frac{1}{2}$ % more than they cost. What per cent above cost were they marked?
8. To what common unite of measure may (a) Troy weight and avoirdupois weight be reduced? (b) Dry measure and liquid measure? (c) Linear measure and surveyors' long measure?
9. *The product of the square roots of two or more numbers equals the square root of the product of the same numbers.*
Make application of the above truth in finding the square root of 11,025.
10. Find the number from which, if $\frac{3}{4}$ of itself be taken, and to the remainder 40 be added, the sum will be $\frac{1}{2}$ of the number.

Geography.

Each of the following questions has ten credits assigned to it.

1. (a) If a cablegram is transmitted at sunrise from London to New York without loss of time, during what part of the day should it be received at New York? (b) Give reason for answer.
2. Why is the Great Basin of the Pacific highlands comparatively rainless?
3. Mention a State of the Union noted for its large production of (a) sugar cane; (b) gold; (c) copper; (d) coal; (e) butter and cheese.
4. In what State and on what water is (a) St. Louis? (b) Seattle? (c) Savannah? (d) Minneapolis? (e) Baltimore?
5. Mention five lakes of the State of New York whose waters reach Lake Ontario through the Oswego River.
6. Make statements about Holland, with reference to (a) surface compared with sea level; (b) principal means of transportation; (c) exports.
7. Where is (a) Pike's Peak? (b) Popocatepetl? (c) Ararat? (d) Aconcagua? (e) St. Elias.
8. State two principal causes that have contributed to the growth of (a) Denver; (b) Pittsburgh.
9. What is the approximate distance from (a) New York to Liverpool? (b) San Francisco to Yokohama? (c) San Francisco to Honolulu?
10. Mention two exports of (a) the Congo Free State; (b) India; (c) Mexico.

Orthography.

Each of the following words has two credits assigned to it.

- | | |
|------------------|-----------------|
| 1. finance. | 12. tedious. |
| 2. milliner. | 13. sympathise. |
| 3. league. | 14. accent. |
| 4. propel. | 15. partition. |
| 5. commissioner. | 16. tension. |
| 6. artisan. | 17. perusal. |
| 7. chapel. | 18. dictator. |
| 8. Genesee. | 19. fascinate. |
| 9. concoct. | 20. gracious. |
| 10. jaundice. | 21. Idaho. |
| 11. patrol. | 22. hemisphere. |

- | | |
|-------------------|-----------------|
| 23. mucous. | 37. molasses. |
| 24. depression. | 38. tabular. |
| 25. hideous. | 39. diagonal. |
| 26. dismissal. | 40. subjugate. |
| 27. Wyoming. | 41. gauntlet. |
| 28. heritage. | 42. Plymouth. |
| 29. isthmus. | 43. ligament. |
| 30. meadow. | 44. pitiful. |
| 31. gunning. | 45. topical. |
| 32. desolate. | 46. traverse. |
| 33. luxuriant. | 47. phrase. |
| 34. Matthew. | 48. pernicious. |
| 35. transmission. | 49. derision. |
| 36. majority. | 50. eclipse. |

P. M.

Composition.

Write a composition on one of the following subjects:

1. How I Spent Thanksgiving Day.
2. Resolved, That the Introduction of Machinery has been Beneficial to Mankind. (Write in affirmative or negative.)
3. A Description of a Snow Storm.
4. True Friendship.

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (35)
 2. The correctness and propriety of the language used. (35)
 3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (35)
- (For remaining 25 credits, see regulations.)

Grammar.

1 And, indeed, I have observed that a married man falling into misfortune, is more apt to
 2 retrieve his situation in the world than a single one; partly, because he is more stimulated
 3 to exertion, by the necessities of the helpless and be'oved beings who depend upon him for
 4 subsistence; but chiefly because his spirits are soothed and relieved by domestic endearments,
 5 and his self-respect kept alive by finding that, though all abroad is darkness and humiliation,
 6 yet there still is a little world of love at home, of which he is the monarch.—[*Washington*
Irving.]

The first eight questions refer to the above selection.

- NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.
2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
 3. In naming a clause, include only its unmodified subject and unmodified predicate.
 4. A preposition with its subject is called a phrase.
 5. In naming a phrase, give only the preposition and its unmodified object.
 6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
 7. An object of a transitive verb is classed as a modifier of that verb.
 8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
 9. Infinitives are classed as modes of the verb.
 10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
 11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive: A transitive verb may be used in the active or the passive voice.
13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.
Each of the following questions has ten credits assigned to it
1. Classify according to notes 1 and 2 the following clauses: (a) *man is apt* (line 1); (b) *He is stimulated* (lines 2 and 3); (c) *Who depend* (line 3); (d) *Spirits are soothed* (line 4); (e) *He is monarch* (line 7).
2. (a) Give the object of *finding* (line 5); (b) What does the clause *All is darkness and humiliation* modify?
3. Select two participles, and give the syntax of each.
4. Give three modifiers of *stimulated* (lines 2 and 3).
5. Select an infinitive and state what it modifies.
6. Give syntax of (a) *humiliation* (line 6); (b) *world* (line 6).
7. State to what part of speech each of the following words belong: (a) *indeed* (line 1); (b) *than* (line 2); (c) *because* (line 2); (d) *alive* (line 5); (e) *still* (line 6).
8. Select two verbs in the passive voice.
9. Name three classes of adverbs, and give an example of each.
10. In sentences illustrate the use of the four tenses of the potential mode, naming each.

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it.

1. Locate with reference to the stomach the (a) spleen; (b) diaphragm; (c) pancreas; (d) duodenum; (e) gall bladder.
2. Describe the spinal column with reference to (a) number of vertebrae; (b) means of holding vertebrae together; (c) packing and lubrication of joints; (d) passages for spinal nerves.
3. Mention three uses of fat in the body.
4. Mention four means that nature has provided for the protection of the eyes.
5. Describe the lungs, referring briefly to their division into parts, enveloping coat, lining bronchial tubes, air cells.
6. (a) Describe the section of the middle ear; (b) give two directions for the care of the ear.
7. What kind of membrane lines the (a) intestines; (b) abdominal cavity?
8. Why are valves necessary to the veins and not to the arteries?
9. Why does the excessive use of alcohol produce a flushed condition or redness of the face?
10. Discuss briefly the proper care of the eyes, referring briefly to (a) character of light; (b) direction from which light should come; (c) size of point; (d) rest of eyes.

FRIDAY, FEBRUARY 9, 1894—SECOND AND THIRD GRADES.

A. M.

Civil Government.

Each of the following questions has ten credits assigned to it.

1. (a) Distinguish between a despotism and a limited monarchy. (b) Give an example of each.
2. Give one illustration of the exercise by the State of the right of eminent domain.
3. The electors of members of the United States House of Representatives "shall have the qualifications requisite for electors of the most numerous branch of the State Legislature." Account for the origin of this provision.
4. Give one argument in favor of placing the execution of the laws of the government in the hands of one chief executive.
5. "All bills for raising revenue shall originate in the House of Representatives." What does the term "raising revenue" mean?
6. The State Constitution provides that no member of this State shall be disfranchised or deprived of any of the rights or privileges secured to any citizen thereof, except in one or two cases. State one of these cases.
7. What provision in the State Constitution lead to the discussion of the constitutionality of the law permitting women to vote for school commissioner?
8. What provision of the State Constitution determines where students attending school shall vote?

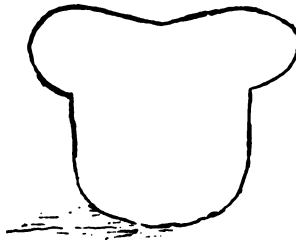
9. What is the duty of excise commissioners?
 10. (a) State the number of presidential electors to which this State is entitled. (b) Upon what basis is the number fixed?

Drawing.

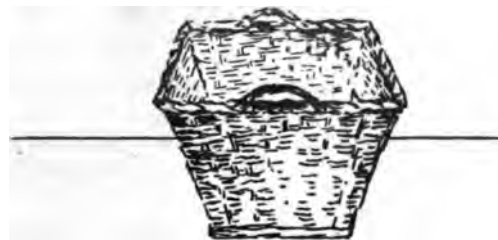
Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

- Beginning with violet, name, in order of position, six colors of the spectrum.
- (a) What is linear drawing? (b) What is a sketch?
- Draw to represent a closed barrel standing on end-top below the level of the eye, full height $1\frac{3}{4}$ ", width $1\frac{1}{2}$ " through center, top to be about $\frac{1}{2}$ of full height.
- (a) Where should the important part of a plant design be placed? (b) Note.—Main lines compose the frame-work or skeleton upon which the design is built. In arranging main lines for a design what should be the aim of the designer?
- Make a working drawing of a hollow cylinder, and vertical cross section—diameter $1\frac{1}{4}$ ", altitude $2\frac{3}{4}$ ".
- (a) Draw to represent a circle $1\frac{1}{4}$ " in diameter. (b) Draw vertical axis, divide each semi-circumference into eight equal parts. (c) From each of the points of division draw a line to the lower end of the vertical axis. (d) Extend vertical axis $\frac{1}{4}$ inch below circle, double the line and strengthen the lower curve of the circle. (e) Give name of the object which the resulting figure suggests.
- Copy outline given and add such lines as may be necessary to represent a gentleman's felt hat.



- Draw to represent a tight-board fence, enclosing a square lot. Inside of fence to be seen on three sides and part of enclosure in view. Horizontal measure $2\frac{1}{4}$ ", altitude $1\frac{1}{4}$ ".
- Draw to represent the type solid upon which this drawing is based—(in same position as the basket).



- Draw to represent the acanthus husk—as commonly found in the Roman ornament.

P. M.

American History.

Each of the following questions has ten credits assigned to it.

- Explain the origin of the names (a) America. (b) Indians. (c) Northmen.
- Mention two articles, not agricultural products, exported from America during the first century after Columbus.

3. The colonies of Virginia and Massachusetts both suffered severe hardships at the outset.
(a) What was the cause of this in the case of Virginia? (b) In the case of Massachusetts?
4. (a) About what time, (b) by whom and (c) for what purpose was Pennsylvania settled?
5. (a) What noted financier managed the money matters of the Americans during the revolutionary war? (b) How was Congress hampered in its efforts to raise money at home and abroad?
6. (a) In what part of the country were the last years of the revolution fought? (b) Name the last battle of the war and (c) locate it? (Name the State and part of the State.)
7. New York was the last State to adopt the Constitution prior to the election of the first president. (a) Give a reason for the reluctance of the people of the State to join the union. (b) Name a political leader of the State opposed to the adoption of the Constitution. (c) One in favor of its adoption.
8. (a) By whom was John Quincy Adams elected president in 1824? (b) What other president was elected in the same manner?
9. (a) What was the principal act of concession to the slave holders in the compromise of 1850, known as the Omnibus bill? (b) How did the people of the north regard Webster for voting for that bill?
10. (a) What territory has the United States acquired since the civil war? (b) Of what nation and (c) by what means was the territory obtained?

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which 12½ credits are assigned.

1. (a) Name the speaker of the New York Assembly. (b) What county does he represent?
2. What is meant by the "Greater New York bill?"
3. What recent reconciliation in the political affairs of Germany has taken place?
4. (a) What method has Secretary Carlisle announced he will pursue to raise funds for government purposes? (b) Why was this extreme measure necessary?
5. What person, who has been a prominent member of the State Legislature for several years, died January 16, 1894?
6. In what State Legislature has a deadlock been caused by the organization of two Senates?
7. What papers are edited by the following men: (a) Whitelaw Reid; (b) Joseph Pulitzer; (c) Charles A. Dana; (d) James Gordon Bennett?
8. Thursday, February 1, was fixed as the time for the House of Representatives to vote on the passage of the Wilson bill. What was the result of such vote?
9. (a) Name the member of Congress from your district. (b) What territory is included in your congressional district?
10. (a) Mention two prominent Democratic leaders in the House of Representatives. (b) Two prominent Republican leaders.
11. (a) When will your annual town meeting be held? (b) What is a "town meeting?"
12. Name three officers to be chosen at your next annual town meeting.

Methods and School Economy.

Each of the following questions has ten credits assigned to it.

1. Give two characteristics of a proper question for developing work.
2. Why is a brief review of former work essential before beginning developing work?
3. Give two means of securing attention.
4. Give three means of holding attention.
5. Illustrate a method of teaching reduction of a fraction from one fractional unit to another.
6. Why should not a teacher habitually read the questions from a text-book for the pupils to answer?
7. What is the meaning of drill as applied to schoolroom work, and how long should it be continued upon any given topic?
8. Give three cautions to be observed by teachers to prevent little children from taking cold.
9. How may drawing or sketching be utilized in teaching reading, geography, or arithmetic?
10. (a) What faculty of the mind is exercised most in learning the multiplication table? (b) What faculty is exercised most in solving problems?

SATURDAY, FEBRUARY 10, 1894.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. Multiply eight hundred and fifteen thousand by seven hundred sixty-four millionths, and divide the product by thirty-four ten-thousandths. (Correct to two decimal places.)
2. O and D start from two places one hundred miles apart and travel toward each other, O traveling at the rate of seven miles in two hours and D at the rate of ten miles in three hours until they meet. What distance will each have traveled at the time of meeting?
3. A retailer sells lemons at 35 cents per dozen and thereby gains 110% on their cost. Find their cost per dozen.
4. Define (a) factor. (b) Multiple. (c) Exact division. (d) Power.
5. Write a proportion of which 27 and 16 bushels are the means.
6. Find the amount June 1, 1894, of \$340, at interest from October 27, 1893, at 6% per annum.
7. When N. Y. O. 4½% are at a premium of 11½%, what sum must I invest in them to secure an annual income of \$360.
8. Multiply 8 bu. 3 pk. 3 qt. by 7½.
9. Reduce $\frac{3}{11}$ mi. to integers of lower denominations and prove the result by the reverse process.
10. How many square yards are on the end of a building 20 ft. 8 in. wide, 18 ft. from the bottom of the sill to the base of the gable, and 7 ft. from the base of the gable to the peak?

Geography.

Each of the following questions has ten credits assigned to it.

1. Account for the climate along the coast of (a) Alaska. (b) Labrador.
2. (a) What is the width of each of the zones? (b) What cause determines the width of the zones?
3. In what counties of the State are the following cities respectively located: (a) Buffalo. (b) Rochester. (c) Binghamton. (d) Ogdensburg. (e) Ithaca. (f) Auburn. (g) Utica. (h) Brooklyn. (i) Syracuse. (j) Troy.
4. Near the mouth of what river is each of the following cities: (a) Buenos Ayres. (b) Hamburg. (c) Alexandria. (d) Mobile. (e) Liverpool.
5. Commencing at the highest, arrange the following cities in the order of their elevation: Buffalo, Duluth, Toronto, Boston, Detroit.
6. Through what waters would you pass on a direct voyage from Sebastopol to Athens?
7. Where are (a) the White mountains? (b) The Caucasus? (c) Carpathian? (d) Green? (e) Atlas.
8. For what is each of the following noted: (a) West Point. (b) Salt Lake City. (c) Columbia river. (d) Banks of New Foundland. (e) Chautauqua lake.
9. Mention two large exporting cities of (a) India. (b) Holland. (c) Brazil. (d) Canada. (e) China.
10. (a) Mention the capitol city of the Sandwich Islands. (b) What is the principal export of the islands?

Orthography.

Each of the following words has two credits assigned to it.

- | | |
|--------------------|------------------|
| 1. mischievous. | 13. appellation. |
| 2. curriculum. | 14. hindrance. |
| 3. transferred. | 15. comfortably. |
| 4. emanate. | 16. biographer. |
| 5. professional. | 17. arrival. |
| 6. acceptance. | 18. vestibule. |
| 7. Pauline. | 19. apparel. |
| 8. correspondence. | 20. executor. |
| 9. compliance. | 21. Remmelaeer. |
| 10. simplicity. | 22. treatise. |
| 11. resources. | 23. voluntarily. |
| 12. alcohol. | 24. preceding. |

- | | |
|-------------------|--------------------|
| 25. enthusiasm. | 38. indispensable. |
| 26. contribution. | 39. acquiescence. |
| 27. obstacle. | 40. anthracite. |
| 28. festival. | 41. extensively. |
| 29. convenient. | 42. attractive. |
| 30. missionary. | 43. indelible. |
| 31. specimen. | 44. Cincinnati. |
| 32. advantage. | 45. exceptionally. |
| 33. abundance. | 46. fascinating. |
| 34. Jobathan. | 47. engrossing. |
| 35. durability. | 48. New Hampshire. |
| 36. referee. | 49. authentic. |
| 37. temporary. | 50. transition. |

P. M.

Composition.

Write a composition on one of the following subjects :

1. From which Does the Mind Gain More Knowledge, Reading or Observation ?
 2. Pleasures of Winter.
 3. A Description of My Native Place.
 4. Discuss the relative advantages of life in the country as compared with life in the city.
- Credits will be given on the merits of the composition with particular reference to three points.
1. The matter, i. e., the thoughts expressed. (35)
 2. The correctness and propriety of the language used. (35)
 3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. (35)
- (For remaining 25 credits, see regulations.)

Grammar.

- 1 To us rulers look, and learn justice while they tremble; to us the nations look, and learn to
- 2 hope, while they rejoice. Our heritage is all the love and heroism of liberty in the past; and
- 3 all the great of the Old World are our teachers. Our faith is in God and the right; and God
- 4 Himself is, we believe, our Guide and Leader. Though darkness sometimes shadows our
- 5 national sky, though confusion comes from error, and success breeds corruption, yet will the
- 6 storm pass in God's good time, and in clearer sky and purer atmosphere our national life
- 7 grow stronger and nobler.— [George William Curtis.]

The first six questions refer to the above selection.

NOTES.—1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) object clauses; (c) adjective clauses; (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase, give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized—the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinites are classed as modes of the verb.
10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes only, viz., transitive and intransitive: A transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order : Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement ; give the special use of an infinitive or a participle after tense.

Each of the following questions has ten credits assigned to it.

- From the following clauses select those that are subordinate, and state what each modifies:
(a) *They tremble* (line 1). (b) *Nations look* (line 1). (c) *Confusion comes* (line 5).
(d) *Success breeds* (line 6). (e) *Will storm pass* (line 6).
- Give (a) two modifiers of *learn* (line 1). (b) Three modifiers of *heritage* (line 3).
- To what part of speech does each of the following belong: (a) *Whills* (line 2). (b) *Himself* (line 4). (c) *Though* (line 4). (d) *Yet* (line 6). (e) *Stronger* (line 7).
- Parse *great* (line 3).
- Give the syntax of (a) *teachers* (line 3). (b) *Atmosphere* (line 7).
- Classify as transitive or intransitive the following verbs: (a) *Look* (line 1), (b) *Tremble* (line 1). (c) *Learn* (line 2). (d) *Is* (line 3). (e) *Believe* (line 4).
- Give the synopsis of *grow* in all the tenses of the indicative mode, active voice.
- Select an infinitive and give its syntax.
- Give an example of (a) a verbal noun. (b) A collective noun. (c) An abstract noun.
- Write a sentence containing a noun used independently by direct address (vocative).
Write a sentence containing a noun in apposition.

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it.

- (a) Name the four cavities of the heart. (b) State through which of these cavities the dark blood flows. (c) The red blood.
- How does a physician determine whether the blood issuing from a wound is venous or arterial?
- (a) In what part of the lungs does the interchange of gases take place? (b) Give the process of this interchange of gases.
- (a) Mention two kinds of glands that are found in the skin, and (b) state the use of the secretions of each.
- Why does a person need to breathe faster (need more breath), when running than when walking slowly?
- What membrane does each of the following diseases principally affect: (a) Catarrh. (b) *Pleurisy*. (c) Bronchitis. (d) Peritonitis.
- Why are persons addicted to the excessive use of alcoholic stimulants more likely to succumb to disease than those who are not so addicted?
- (a) What is nature's means of arresting the hemorrhage of a vein? (b) What artificial means may be employed to assist nature?
- Mention two modifications of the skin and state to what layer of the skin they belong.
- Name, describe and locate the two humors of the eye.

MARCH 1, 1894 — SECOND AND THIRD GRADE.

THURSDAY, A. M.

Civil Government.

Each of the following questions has ten credits assigned to it.

- The responsibility for the acts of the government rests with the people. Give one argument for the truth of this statement.
- (a) Of what two branches is Congress composed? (b) For how long a term are the members of each branch elected? (c) By whom are the members of each branch chosen?
- What is meant by (a) import duties; (b) excise duties; (c) income tax?
- State one reason for exempting certain kinds of property, such as churches and hospitals, from taxation.
- What prevents the President from becoming autocratic and tyrannical in his exercise of authority?
- (a) What officers in this State correspond to the cabinet officers in the United States? (b) How do they differ as to the source of their right to the office?
- State one advantage and one disadvantage in having the work of the Legislature done largely by committees.
- (a) State one advantage of *trial by jury*. (b) State one disadvantage.

- | | |
|-------------------|--------------------|
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 6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
 7. An object of a transitive verb is classed as a modifier of that verb.
 8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
 9. Infinites are classed as modes of the verb.
 10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
 11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
 12. Treat verbs as divided into two classes only, *vis.*, transitive and intransitive: A transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order : Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement ; give the special use of an infinitive or a participle after tense.

Each of the following questions has ten credits assigned to it.

- From the following clauses select those that are subordinate, and state what each modifies:
(a) *They tremble* (line 1). (b) *Nations look* (line 1). (c) *Confusion comes* (line 5).
(d) *Success breeds* (line 6). (e) *Will storm pass* (line 6).
- Give (a) two modifiers of *learn* (line 1). (b) Three modifiers of *heritage* (line 3).
- To what part of speech does each of the following belong: (a) *While* (line 2). (b) *Himself* (line 4). (c) *Though* (line 4). (d) *Yet* (line 6). (e) *Stronger* (line 7).
- Parse *great* (line 3).
- Give the syntax of (a) *teachers* (line 3). (b) *Atmosphere* (line 7).
- Classify as transitive or intransitive the following verbs: (a) *Look* (line 1), (b) *Tremble* (line 1). (c) *Learn* (line 3). (d) *Is* (line 3). (e) *Believe* (line 4).
- Give the synopsis of *grow* in all the tenses of the indicative mode, active voice.
- Select an infinitive and give its syntax.
- Give an example of (a) a verbal noun. (b) A collective noun. (c) An abstract noun.
- Write a sentence containing a noun used independently by direct address (vocative).
Write a sentence containing a noun in apposition.

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it.

- (a) Name the four cavities of the heart. (b) State through which of these cavities the dark blood flows. (c) The red blood.
- How does a physician determine whether the blood issuing from a wound is venous or arterial?
- (a) In what part of the lungs does the interchange of gases take place? (b) Give the process of this interchange of gases.
- (a) Mention two kinds of glands that are found in the skin, and (b) state the use of the secretions of each.
- Why does a person need to breathe faster (need more breath), when running than when walking slowly?
- What membrane does each of the following diseases principally affect: (a) Catarrh. (b) Pleurisy. (c) Bronchitis. (d) Peritonitis.
- Why are persons addicted to the excessive use of alcoholic stimulants more likely to succumb to disease than those who are not so addicted?
- (a) What is nature's means of arresting the hemorrhage of a vein? (b) What artificial means may be employed to assist nature?
- Mention two modifications of the skin and state to what layer of the skin they belong.
- Name, describe and locate the two humors of the eye.

MARCH 1, 1894—SECOND AND THIRD GRADE.

THURSDAY, A. M.

Civil Government.

Each of the following questions has ten credits assigned to it.

- The responsibility for the acts of the government rests with the people. Give one argument for the truth of this statement.
- (a) Of what two branches is Congress composed? (b) For how long a term are the members of each branch elected? (c) By whom are the members of each branch chosen?
- What is meant by (a) import duties; (b) excise duties; (c) income tax?
- State one reason for exempting certain kinds of property, such as churches and hospitals, from taxation.
- What prevents the President from becoming autocratic and tyrannical in his exercise of authority?
- (a) What officers in this State correspond to the cabinet officers in the United States? (b) How do they differ as to the source of their right to the office?
- State one advantage and one disadvantage in having the work of the Legislature done largely by committees.
- (a) State one advantage of trial by jury. (b) State one disadvantage.

9. (a) What is meant by an appointive office? (b) By an elective office. (c) Give an example of each.
10. If a State has twenty-nine electoral votes, how many Representatives has it in Congress? Explain.

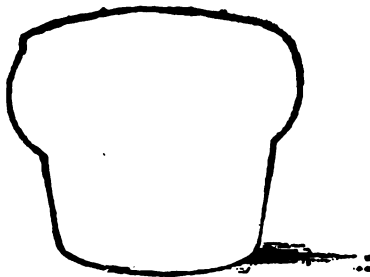
Drawing.

Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

1. How is color related to drawing?
2. (a) What is a column? (b) Illustrate by a drawing.



3. Copy sketch given and conventionalize one blossom and one leaf.
4. (a) What is understood by the length of an object? (b) What is understood by the width of an object? (c) What is understood by the height of an object?



5. Copy outline given, and add such lines as may be necessary to represent a common wooden water pail, handle down. (All lines to be wholly within outline given.)
6. Make a working drawing of a tin funnel (tunnel) having a wired rim. Diameter of top $1\frac{1}{4}$ ".

7. (a) Draw a horizontal line to represent the eye level. (b) Draw to represent a log in perspective, diameter $\frac{1}{4}$ '. Position, directly in front and below the eye, end toward observer. (c) One inch and a half, each side of this log, represent a log lying in the same position, and all to be of equal size.
8. Make a working drawing of a common door-knob. Diameter $1\frac{1}{4}$ '.
9. Draw to represent the Greek anthemion.
10. Make a pattern of a hexagonal pyramid. Attitude 3° . Diameter across corners $1'$.

P. M.

American History.

Each of the following questions has ten credits assigned to it.

1. The discoveries of Balboa and Magellan demonstrated that Columbus was wrong in supposing that he had reached the Indies. Explain this fact.
2. What was the first permanent settlement made in America by (a) the English; (b) the Spaniards; (c) the French; (d) the Dutch?
3. (a) What two colonies claimed Vermont? (b) What two colonies claimed Long Island? (c) To what colony did Maine belong?
4. (a) In what present State or province of America did the Acadians live, and (b) why were they expelled from their homes?
5. In colonial days what was the leading occupation of the people, beside farming, (a) in the Hudson and Mohawk valleys; (b) along the coast of Maine and Massachusetts? What articles of commerce were used in the place of money in those times (c) in New York; (d) in Virginia?
6. With what chief object in view did the colonies rebel in 1775? (b) Around what city was the most of the fighting done in that year? (c) What became the object of the colonies in the campaign of 1776; and (d) about what city was the most of the warfare waged in that year?
7. (a) About what was the population of the United States in Washington's administration? (b) How did the State of New York rank in population among the States at that time?
8. (a) What was the object of the embargo laid in Jefferson's administration? (b) What was its effect on American commerce? (c) By what means was the object sought by this measure finally secured?
9. From the following list of presidents select two and tell from what State each came and by what party he was elected: (a) Martin Van Buren; (b) William Henry Harrison; (c) James Buchanan; (d) Ulysses S. Grant.
10. (a) Why was Vicksburg an important point in the Civil war? (b) Who commanded the Northern army at the siege of Vicksburg? (c) What battle had just been fought in the east at the time of the surrender of that place?

Current Topics.

Of the following questions candidates will answer only ten, to each of which ten credits are assigned.

1. What important educational institution in this State was destroyed by fire about the middle of February?
2. (a) What prominent college in this State has elected a new president? (b) Who was elected to fill such position?
3. (a) What important trial, occupying several weeks, came to a close in Brooklyn February 15. (b) What was the verdict of the jury in such trial? (c) The sentence of the court?
4. (a) What United States war vessel was recently wrecked? (b) What made this vessel famous?
5. What bill affecting election laws has been passed by congress and signed by the president?
6. What recent acts of Admiral Benham have been approved by our government and largely discussed by the press?
7. What nomination did President Cleveland make for associate justice of the United States Supreme Court, which was immediately confirmed by the Senate, February 19?
8. What prominent and philanthropic citizen of Philadelphia died in February?
9. What two things brought him prominently before the public?

10. Name the presidents of three prominent colleges or universities in this State?
 11. (a) Name place of location of each of the 10 normal schools in this State. (b) Name principals of each.

Methods and School Economy.

Each of the following questions has ten credits assigned to it.

1. What should be the practice of advanced pupils in studying new words found in the lesson?
2. State a method for developing patriotism among younger pupils.
3. Give a general plan for a class exercise in written spelling.
4. The power of attention is controlled from without and from within. (a) How may it be controlled from without? (b) From within?
5. What means may be safely employed in cold weather to ventilate a schoolroom unprovided with ventilating apparatus?
6. Name two methods of teaching distinct articulation.
7. Why should students be required to pursue a variety of studies at the same time?
8. Name three qualifications necessary to successful teaching.
9. Illustrate how to teach the first principles of percentage by the inductive method.
10. (a) Which requires the greater maturity of mind, the study of geography or the study of grammar? (b) Give reason for your answer, basing it upon the natural order of development of the intellectual faculties.

FRIDAY, MARCH 2, 1894.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. 116 rd. 4 yd. 9 in. is what decimal part of a mile. (Answer correct to three decimal places.)
2. Find (a) $18\frac{1}{4}\%$ of 7,023; (b) .52% of 825; (c) $\frac{3}{5}\%$ of 1,576.
3. The proceeds of a sale of cattle sold at a loss of $16\frac{2}{3}\%$ were \$3,022.50. What was their cost?
4. At $1\frac{1}{3}\%$, the premium on a policy covering three-fourths of the value of a stock of merchandise amounts to \$189.84 $\frac{2}{3}$. Find the value of the entire stock.
5. Find the mean proportional between 56 and 896.
6. A man bought a lot for \$750, and 3 yr. 5 mo. thereafter sold it for \$900, having in the meantime paid taxes thereon amounting to \$39.17. What rate per annum did the investment pay him?
7. Find the prime factors of the number 17,424 and from these factors determine its square root.
8. Find the amount of \$36.75 on interest for 1 yr. 7 mo. 5 da., at 4% per annum.
9. How many square feet of lumber are there in a covered box 4 ft. 8 in. by 3 ft. 6 in. by 3 ft. 4 in.?
10. How much money must be invested in Mich. Central 6's at 100 $\frac{1}{4}$, to secure an annual income of \$540?

Geography.

Each of the following questions has ten credits assigned to it.

1. (a) Locate the Sahara. (b) State why it is rainless.
2. In what mountains does (a) the Euphrates river rise? (b) The Volga? (c) The Tiber? (d) The Niger? (e) The Rio Grande.
3. (a) Locate Sidney. (b) What is the season there at present, and (c) why?
4. (a) Name and locate three great inland seas whose waters are salt. (b) Why are they salt?
5. Mention the capitol of (a) Japan. (b) Egypt. (c) Turkey. (d) France. (e) Russia.
 What is the title applied to the ruler of each of these countries?
6. Name the States through which the Northern Pacific Railroad passes.
7. (a) What cities at the extremities of the Erie canal? (b) What is the latitude of New York city?
8. Through what waters would you pass on the shortest all-water route from Liverpool to Bombay?

9. (a) Name the islands composing the Greater Antilles. (b) State four of their principal exports.
10. Arrange in order of latitude, beginning with the lowest, the following cities: Chicago, Paris, Sitka, St. Petersburg, Calcutta.

Orthography.

Each of the following words has two credits assigned to it.

- | | |
|-------------------|-------------------|
| 1. odorous. | 26. permeate. |
| 2. admiring. | 27. Rhode Island. |
| 3. durability. | 28. defiantly. |
| 4. sentry. | 29. yielding. |
| 5. audacious. | 30. sympathy. |
| 6. announcing. | 31. cholera. |
| 7. subterfuge. | 32. admirable. |
| 8. indulgent. | 33. elicit. |
| 9. controversy. | 34. monotonous. |
| 10. campaign. | 35. Nathaniel. |
| 11. popularity. | 36. editorial. |
| 12. nineteenth. | 37. review. |
| 13. metropolis. | 38. precipice. |
| 14. electric. | 39. structure. |
| 15. Montgomery. | 40. amicably. |
| 16. gouge. | 41. narrated. |
| 17. aspirant. | 42. quarantine. |
| 18. penitent. | 43. faculty. |
| 19. tourist. | 44. conclusion. |
| 20. tropical. | 45. annoying. |
| 21. foreign. | 46. readily. |
| 22. trolley. | 47. memorize. |
| 23. personally. | 48. Montpellier. |
| 24. intercepting. | 49. reservation. |
| 25. enquisite. | 50. calculator. |

P. M.

Grammar.

1 When the love of wealth had crept into the city of Sparta, and had afterwards introduced
2 luxury, avarice, indolence, effeminacy, profusion and all those pleasures which are generally
3 the inseparable attendants of riches; and when these had broken down all the strong barriers
4 which the wisdom of Lycurgus had formed with the view of excluding them forever, Sparta
5 beheld herself fallen from her ancient glory and power and was reduced to an abject and
6 humble state, which continued to the reign of Agis and Leonidas, of whom we are now to
7 treat.—[Charles Rollin.

The first nine questions refer to the above selection.

Notes.—1. A combination of subject and predicate is called a clause. Clauses are principal and subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.

3. In making a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive: A transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following question has ten credits assigned to it.

1. Classify, according to notes 1 and 2, the following clauses: (a) *which are attendants* (line 3); (b) *these had broken* (line 3); (c) *Sparta beheld* (line 5); (d) *which continued* (line 6); (e) *we are to treat* (line 7).
2. Give modifiers of (a) *had broken* (line 3); (b) *barriers* (line 4).
3. Give syntax of (a) *pleasures* (line 3); (b) *attendants* (line 3).
4. Give syntax of (a) *which* (line 4); (b) *them* (line 4).
5. Give the terms of the relation expressed by the preposition (a) *of* (line 4); (b) *of* (the second one) (line 6).
6. Give the clauses connected by (a) *when* (line 1); (b) *and* (line 3).
7. Select a participle (a) used like an adjective; (b) used like a noun.
8. Parse *was reduced* (line 5).
9. Decline the pronouns found in lines 5 and 6.
10. Illustrate the use of (a) an adverb in the comparative degree; (b) an adverb in the superlative degree.

Composition.

Write a composition on one of the following subjects:

1. Imaginary Scenery Portrayed by the Clouds.
2. The Effects of Clearing Away the Forests.
3. Arbor Day Lessons.
4. Why the Teacher Should be Sympathetic in the Schoolroom.
(Arguments in affirmative.)

Credits will be given on the merits of the composition with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see Regulations.)

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it.

1. (a) Name the three vital organs of the body. (b) State why they are so called.
2. (a) What bone of the leg articulates with the hip bone? (b) What bone of the arm articulates with the scapula?
3. Describe and state the use of (a) *dura mater*; (b) sclerotic coat.
4. Give in order the names of the different parts of the air passages through which the air is made to pass into the lungs, by an act of inspiration.
5. Distinguish between excretion and secretion, and give an example of (a) an excretory organ; (b) a secretory organ.
6. Describe each of the following and state where it is found: (a) periosteum; (b) enamel; (c) cartilage.

7. What digestive fluid is most active (a) in changing starch into sugar; (b) in dissolving the albuminoids; (c) in emulsifying the fats and oils?
8. Name five organs that are lined with mucous membrane.
9. During respiration what change takes place in the (a) air in the lungs; (b) blood in the lungs?
10. Why is a wound on the person of a man addicted to the use of alcoholic liquor more dangerous than a wound of equal severity on the person of a man that does not use it?

THURSDAY, MARCH 1, 1894 — FIRST GRADE.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. Find the difference in time between September 18, 1893, and to-day; by (a) subtraction of dates; (b) exact number of days.
2. The longitude of Jerusalem is $35^{\circ} 13'$ east, and of Cincinnati is $84^{\circ} 26'$ west. Find the time in Cincinnati when it is two o'clock P. M. at Jerusalem.
3. Find the missing term of the proportion $\frac{2}{3} : \frac{7}{15} :: (?) : 3$ bu. 3 pk. 2 qt. 1 pt.
4. Divide 127 a., 49 sq. rd., 18 sq. yd. by 12.
5. Reduce $\frac{5}{8}$ to (a) a decimal; (b) to a fraction whose denominator is 96; (c) to the form of per cent; (d) to the form of a couplet expressing ratio.
6. Divide \$459.25 into three parts that shall be to one another as $\frac{3}{4}$, $\frac{5}{6}$ and 3, respectively.
7. (a) $(2\frac{1}{4})^3 = ?$ (b) $\sqrt{.064} = ?$ (c) $\sqrt{(9)^4 \times \frac{1}{81}} = ?$
8. If a merchant buy goods at a discount of 1% and 5% off from list price, and sell them at list price, what is his per cent of profit on the investment?
9. A note for \$300, given February 17, 1894, for 90 days, is discounted to-day at the First National Bank of Buffalo, N. Y. Find (a) the date it matures; (b) the term of discount; (c) the proceeds (exact interest method).
10. Find the cost of 75 hemlock joists, each 16 feet long, 10 inches wide, and 3 inches thick, at \$14.50 per M. board measure.

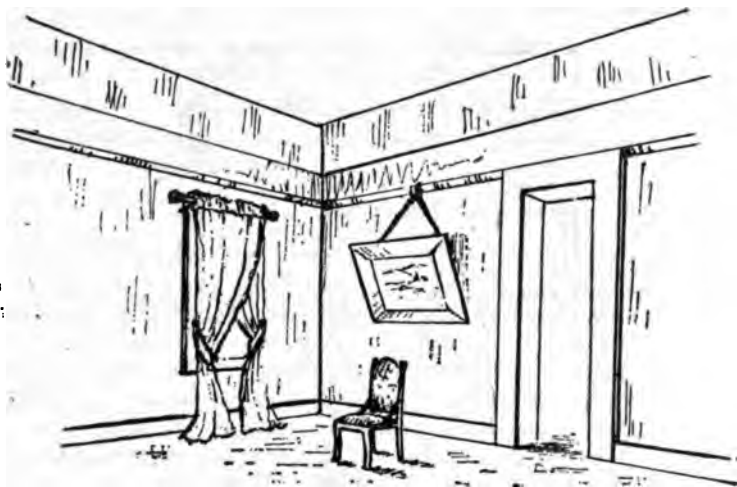
Geography.

Each of the following questions has ten credits assigned to it.

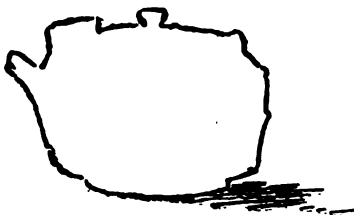
1. If the temperate zones were each 80° wide (a) how far north of the equator would the tropic of Cancer be; (b) how far from the north pole would the Arctic circle be; (c) what would be the inclination of the earth's axis?
2. St. Petersburg is 60° north of the equator and 60° west of the Yenisei river. Compare the distance in statute miles from St. Petersburg to the equator with its distance to the Yenisei river, and give reasons for answer.
3. Why does the position of the Sandwich Islands make them of great commercial and political importance to the nations of the earth.
4. (a) Trace the Japan current commencing with the China sea; (b) trace the gulf stream commencing with the Gulf of Mexico.
5. If a ship canal is constructed across the Isthmus of Yucatan, how much (approximately) will the water-course from San Francisco to New York be shortened?
6. Beginning at the western extremity of the State, name in order the counties of New York that border on Pennsylvania.
7. Name (a) five rivers of the United States that flow into the Gulf of Mexico; (b) two that flow into the Missouri; (c) three that flow into the Pacific.
8. Name and locate five important seaport cities in the south temperate zone.
9. Locate the following cities and state an important industry for which each is noted: (a) Geneva. (b) Vienna. (c) Belfast. (d) Lynn. (e) Minneapolis.
10. Trace the shortest all-water route from London to Bombay.

Drawing.

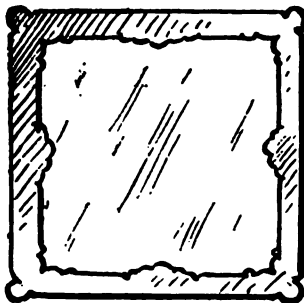
1. Name six standard hues.
2. Give three steps to be observed in drawing from objects.
3. Trace sketch given, and show by placing dotted lines, why the sketch is correct.



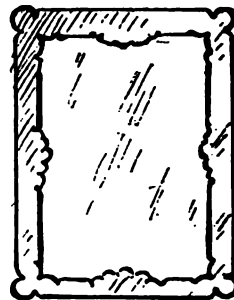
4. (a) How many equal sides has an isosceles? (b) Name the kinds of isosceles triangles. (c) Illustrate each.
5. Copy blocking in lines, and add such other lines as may be necessary to develop a pict of a common tea-kettle. (All lines to be wholly within outlines given.)



6. (a) Of the objects pictured, which is the more artistic in form? (b) Give reason for your answer.



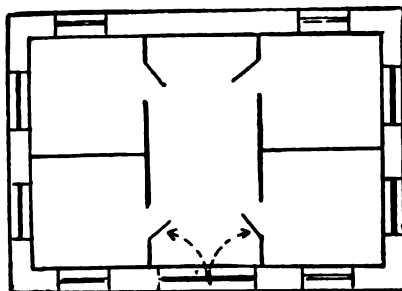
No. 1.



No. 2.

7. Draw to represent the conventionalized ostrich plume.

8. (a) Draw two horizontal lines 4' long and 2' apart. (b) Place a point, opposite the center of these lines, and midway between them, to indicate the point of sight. (c) Upon each horizontal line place seven lines $\frac{1}{4}$ ' apart; one line $1\frac{1}{4}$ ' long directly above and one directly below the point of sight, and all lines parallel with the line of direction. (To illustrate perspective.)



9. From plan given, draw front and end elevation of cottage. (Shape of roof optional.)



10. Draw a pattern from which a dipper could be made, such as sketch suggests. Diameter of top $1\frac{1}{4}$ '.

F. M.

Grammar.

1 It was in the reign of George the third that England lost North America, [by persisting
2 in taxing her without her own consent. That immense country made independent under
3 Washington, and left to itself, became the United States, one of the greatest nations of
4 the earth. In these times in which I write, it is honorably remarkable for protecting its
5 subjects wherever they may travel, with a dignity and determination which is a model for
6 England. — [Charles Dickens.

The first five questions refer to the above selection.

Each of the following questions has ten credits assigned to it.

1. Select five clauses and classify them according to notes 1 and 2.
2. Give the modifiers of (a) *remarkable* (line 4); (b) *protecting* (line 4).
3. Select three present participles, and give the syntax of each.
4. Select two past (perfect) participles and state what each modifies.
5. Give the syntax of (a) *United States* (line 3); (b) *one* (line 3); (c) *model* (line 5).
6. Give the synopsis of the conjugation of *believe* in the passive voice of the indicative modes.
7. Illustrate the use of *as* used as (a) an adverb; (b) a conjunction; (c) a pronoun.
8. Give an example of a clause (a) in apposition with a noun; (b) used as the subject of a verb.
9. Illustrate the use of (a) an adverbial clause and (b) an adjective clause each introduced by *when* or *where*.
10. Mention three verbs which are followed by the infinitive without *to*. Give illustrations of their use.

Composition.

Write a composition on one of the following subjects:

1. Physical features that have contributed to the commercial supremacy of New York.
2. The mail in early history.
3. Relief for the poor.
4. The disciplinary value of a teacher's work.

Credits will be given on the merits of the composition with particular reference to three points.

1. The matter, *i. e.*, the thoughts expressed. (30)
2. The correctness and propriety of the language used. (20)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (30)

(For remaining 25 credits see Regulations.)

Physiology and Hygiene.

1. What bones articulate with (a) the humerus? (b) The femur?
2. In what two essential respects do the lungs and the skin perform the same functions?
3. Mention five lubricating fluids of the body, and state by which each is secreted.
4. Name the three classes of food necessary for nutrition, and give an example of each.
5. Locate (a) the juglar veins. (b) The portal vein. (c) The ascending vena cava; (d) the descending vena cava. (e) The radial artery.
6. (a) What muscles are chiefly used in respiration? (b) State to what class of muscles they belong. (c) What are the advantages of deep breathing?
7. (a) What are the principal food elements digested in the stomach? (b) What fluid aids in this process? (c) What food elements are absorbed by the blood vessels of the stomach? (d) Into what do these vessels empty?
8. Show why rapid eating is injurious.
9. What are (a) the villi? (b) What is their function? (c) Into what do they empty?
10. What causes the depression which usually follows the excessive use of alcohol?

Current Topics.

Of the following questions candidates will answer only ten, to each of which ten credits are assigned.

1. What important educational institution in this State was destroyed by fire about the middle of February?
2. (a) What prominent college in this State has elected a new president? (b) Who was elected to such position?
3. (a) What important trial occupying several weeks in Brooklyn came to a close February 18? (b) What was the verdict of the jury in such trial? (c) The sentence of the court?
4. (a) What United States war vessel was recently wrecked? (b) What made this vessel famous?
5. What measure affecting election laws has been passed by congress and signed by President Cleveland?
6. What recent acts of Admiral Benham have been approved by our government and largely discussed by the press.
7. What nomination did President Cleveland make for associate justice of the United States supreme court, which was immediately confirmed by the senate February 19?
8. What prominent and philanthropic citizen of Philadelphia died in February?
9. What two things brought him prominently before the public?
10. Name the presidents of three prominent colleges or universities in this State.
11. (a) Name place of location of each of the ten normal schools in this State. (b) Name principals of each school.

UNIFORM EXAMINATIONS.

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FRIDAY, MARCH 2, 1894—FIRST GRADE.

A. M.

American History.

Each of the following questions has ten credits assigned to it.

- (a) How did the route of Columbus and other early voyagers differ from that of modern trans-Atlantic steamers; and (b) what was the reason for the route taken by the early voyagers?
- Early explorers were looking for a "northwest passage." (a) What was meant by the italicized expression? (b) What body of water did Frobiisher discover in his search for this passage?
- (a) What nation settled Georgia; (b) for what purpose; (c) about what time?
- (a) What nation first explored and settled the Connecticut valley; and (b) what nation first settled permanently there?
- (a) Name an American minister to foreign nations during the Revolutionary war; (b) a general of the American army commanding in revolutionary battles in Southern States; (c) a New York statesman of revolutionary times.
- (a) Who commanded the American fleet at the battle of Lake Erie? (b) What was the result of the American victory?
- The Kansas-Nebraska bill of 1854 declared that the people of those territories should decide by vote the question of their admission to the Union with or without slavery. (a) How was it that the term "squatter sovereignty" was applied to this principle? (b) In what way did this bill repeal the Missouri compromise? (c) Who was the leading advocate of this measure?
- State particulars of the battle of Chickamauga, as to (a) location; (b) commanders; (c) result.
- State some historical fact concerning (a) Thomas Dongan; (b) Nathan Hale; (c) Aaron Burr; (d) Horace Greeley; (e) Samuel F. B. Morse.
- Mention (a) a State formed from territory bought from Spain; (b) one from the northwest territory; (c) one from the division of an original State; (d) one from territory obtained from Mexico; (e) one annexed to this country.

Algebra.

Each of the following questions has ten credits assigned to it.

- Define (a) power, (b) elimination, (c) reciprocal of a number, (d) solution of an equation
- Find the value of $30a + \frac{3c - ab}{abc} - (2ac - \frac{b}{4})$, when $a = \frac{1}{2}$, $b = 4$, $c = 8$.
- Simplify $3a - \{b + (2a - b) - (a - b)\}$.
- Multiply $x^4 + 2x^3 + 3x^2 + 2x + 1$ by $x^3 - 2x + 1$. (Place all work on paper.)
- (a) If $x + a = b$, prove that $x = b - a$, giving the axiom involved. (b) If $-x = -a$, prove that $bx = ab$, giving the axiom involved.
- Find the prime factors of:
 - $5x^3 - 15x - 30$;
 - $a^3 - 8$;
 - $2a^3b - 4abc^2 + 2bc^3$.
- Simplify the complex fraction $x + \frac{\frac{1}{2}}{1 - \frac{x-2}{2x+1}}$
- A man meeting some children, found that he lacked six cents in order to give each child five cents; so he gave three cents to each child and had four cents left. How many children were there? (Give a complete algebraic statement of the problem as well as the solution.)
- $x - y = 9$; $xy + 8 = 0$. Solve for the values of x and y .

10. (a) Express $\sqrt[3]{a^4b}$ with fractional exponents.
 (b) Expand $(a-b-1)^2$.
 (c) Simplify $\sqrt[3]{24} + \sqrt[3]{54} - \sqrt[3]{96}$.

Bookkeeping.

Each of the following questions has ten credits assigned to it.

Memoranda—February 1, 1894, Fletcher Ellsworth, of Kingston, N. Y., started in business as a wholesale flour dealer, with \$2,000 cash on hand, and transacted business as follows: February 1, bought of L. C. Graham & Co. 200 barrels of flour at \$4.75 per barrel, and paid on account thereof \$500. February 6, bought of Saunders & O'Brien, on account, 280 barrels of flour at \$1.30. February 9, sold J. F. Corlies, on account, 30 barrels of flour at \$5.10. February 12, sold Everett Place, for cash, 50 barrels of flour at \$4.90. February 17, sold F. W. Garlock, on his note at thirty days, 75 barrels of flour at \$5.10. February 23, sold Oscar Reynolds 30 barrels of flour at \$4.85, Mr. Reynolds paying \$75 on account. March 1, settled account of February 1, with L. C. Graham & Co., by endorsing to them Mr. Garlock's note of February 17, paying the balance in cash and taking receipt in full. March 2, received from Mr. Corlies check on the First National Bank of Saugerties, in settlement of account of February 9; paid Saunders & O'Brien \$750 on account; received cash in full of Mr. Reynolds' account.

1. Rule forms of day book, cash book and ledger, one page of paper each.
- 2-4. Enter the foregoing memoranda in the day book and cash book of Mr. Ellsworth (forms ruled in 1), using proper abbreviations and conventions.
5. Post the accounts.
6. Write the note mentioned in transaction of February 17.
7. (a) Write the indorsement mentioned in transaction of March 1. (b) Balance the cash book to-day.
8. Write the check mentioned in transaction of March 2.
9. Write the receipt mentioned in transaction of March 1.
10. Write form of an indorsement (a) in blank; (b) without recourse.

Orthography.

Each of the following words has two credits assigned to it.

- | | |
|-------------------|-------------------|
| 1. statistician. | 26. fricasee. |
| 2. strenuously. | 27. vacuum. |
| 3. inaugural. | 28. incorrigible. |
| 4. Chesapeake. | 29. discernible. |
| 5. Aaron. | 30. conceivable. |
| 6. participial. | 31. crystallize. |
| 7. saccharine. | 32. distillation. |
| 8. iniquitous. | 33. facetious. |
| 9. deficiency. | 34. hemorrhage. |
| 10. stereotype. | 35. æsthetic. |
| 11. antecedent. | 36. Britain. |
| 12. diphthong. | 37. mediæval. |
| 13. paralysis. | 38. massacres. |
| 14. patrician. | 39. assignee. |
| 15. gratuitously. | 40. employee. |
| 16. hygienic. | 41. chemically. |
| 17. aversion. | 42. aggregated. |
| 18. subservient. | 43. buoyant. |
| 19. coalition. | 44. coercion. |
| 20. aggression. | 45. feudal. |
| 21. declination. | 46. affidavits. |
| 22. co-operation. | 47. Omaha. |
| 23. colleagues. | 48. essentially. |
| 24. microscopic. | 49. sulphur. |
| 25. indissoluble. | 50. pneumonia. |

P. M.

Civil Government.

1. Give one reason for the division of this country into States.
2. Should a vacancy occur in the congressional representation [of any State, how shall such vacancy be filled?
3. In what three ways may the general government levy taxes?
4. One duty of the President is "to take care that the laws be faithfully executed." What is meant by "the laws?"
5. What are extradition treaties?
6. Name the qualifications for eligibility to the United States House of Representatives.
7. We say that civil, natural, and inalienable, are terms designating the same kind of rights. Explain the correctness of this use of terms.
8. What similarity exists between the duties of the Secretary of State and those of the town clerk.
9. Name two powers of Congress known as war powers.
10. (a) If a vacancy occur in the office of sheriff and there be no under-sheriff, what officer shall temporarily act as sheriff. (b) For how long a time shall he hold the office.

School Law.

1. (a) What is the minimum length of time that a public school must be taught to entitle it to share in the public money? (b) Upon what two additional items does its right to a share of the public moneys depend?
2. Give two reasons why the school register should be accurately kept.
3. In a school district not having a board of trustees what officer is virtually treasurer of the district? Give reason for your answer.
4. What length of experience in teaching is required of candidates for (a) State certificates; (b) certificates of the first grade; (c) certificates of the second grade?
5. A pupil has been suspended from school. When must the teacher again admit him to school?
6. What three district offices may be filled by the trustee in case a vacancy occur therein?
7. In case of a special school meeting what business may be transacted?
8. (a) Why is a memorandum of contract desirable? (b) What items should it contain?
9. Why does the law prohibit the same person holding the office of school trustee and supervisor of his town?
10. (a) Give date of commencement of the school year? (b) No public school shall be taught on a legal holiday or on Saturday. If a teacher lose a day from any cause, when shall such lost time be made up?

Physics.

Each of the following questions has ten credits assigned to it.

1. On a cold day in November frost is seen on a plank walk, but not on a stone walk. Why?
2. How far will a body fall during the first second, under the influence of gravity alone? How far in ten seconds?
3. Name three varieties of lenses which magnify the apparent size of objects seen through them.
4. Name the class of lever that is illustrated by each of the following examples: (a) Using a pair of fire tongs; (b) Carrying a load in a wheel barrow; (c) Raising a weight held in the hand at arm's length; (d) Cutting with a pair of scissors; (e) The common see-saw (teeter).
5. What kind of day is specially unfavorable for experiments in frictional electricity? Why?
6. (a) Define ductility. (b) Arrange the following metals in order in their ductility: tin, iron, lead, gold.
7. (a) A man in jumping from a rapidly moving railroad train, strikes on his feet and falls. In which direction does his head fall, towards the front or rear of the train? Why?
8. (a) When a stone is immersed in water, how much water is displaced? (b) When a body heavier than water is weighed in water, to what is its weight equal as compared with its weight in air?
9. Describe an experiment illustrating the upward pressure of air.
10. On what does the pitch of sound depend?

Methods and School Economy.

Each of the following questions has ten credits assigned to it.

1. Define (a) psychology; (b) school economy.
2. Name two advantages of written spelling over oral spelling.
3. Name the steps in development necessary to teach the idea of river system.
4. Write a topical outline for teaching the geography of the State of New York.
5. By means of a diagram illustrate the position of the earth's axis and the relative position of the earth and sun at the longest day in the northern hemisphere; at the shortest day.
6. (a) What branch of study is best adapted to develop in the pupil the exact reasoning? (b) For what other reason is this branch especially valuable?
7. State two advantages of the topical plan of recitation.
8. (a) What did Pestalozzi say was the absolute basis of all knowledge? (b) What do you say?
9. Give plan of lesson for teaching the cardinal points of the compass to primary classes.
10. Is it a good plan to postpone the infliction of punishment? Why?

FRIDAY, APRIL 6, 1894—SECOND AND THIRD GRADES.

A. M.

Civil Government.

Each of the following questions has ten credits assigned to it:

1. What is meant by (a) negotiating a treaty; (b) arbitration?
2. (a) Name two powers given by the United States Constitution to the House of Representatives, but denied to the Senate. (b) Name two powers given to the Senate, but denied to the House of Representatives.
3. (a) Name three of the four branches of the Supreme Court of this State. (b) State the difference between the functions of any two of these branches.
4. (a) How many amendments have been made to the United States Constitution? (b) How many of these were the direct outgrowth of the civil war?
5. Compare the membership of the United States House of Representatives and that of the Assembly in this State, respectively, with reference to (a) the number in each; (b) the term of office; (c) annual salary; (d) manner of election.
6. State one duty of the President with respect to (a) making a report to Congress concerning the condition of affairs throughout the country; (b) appointments.
7. What kind of duties is Congress forbidden to levy? Give one reason why.
8. (a) Name one function of the judiciary department of government. (b) What is the highest branch of the United States Judiciary Department?
9. State one duty of each of the following United States officers: (a) Secretary of War; (b) Attorney-General.
10. Name three appointive officers under the Governor and two under the President.

Drawing.

NOTE.—Each of the following questions has ten credits assigned to it. Use compasses for drawing circles. Take measurements from ruler.

The measure of all work shall be at least one inch.

1. (a) What is pure color? (b) What is a hue? (c) What is a tint? (d) What is a shade?
2. (a) Draw to represent an inverted cone. Position in front and below the eye. Diameter, 1", altitude, $1\frac{1}{4}$ ". (b) Place this upon a standard. The entire drawing to represent a wine glass.
3. What is repetition? (Answer either by words or illustrations.)
4. Draw to represent a cylinder $1' \times \frac{1}{4}'$, placed vertically—(a) The center level with the eye; (b) in front and below the eye; (c) in front and above the eye. (d) Draw to represent a candlestick in the same position as cylinder in (a).
5. (a) Give two views of a square prism $2' \times 1'$ (working drawing). (b) Make a pattern (surface covering) of a square prism $2' \times 1'$.

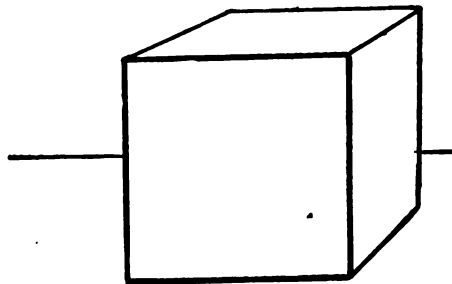
6. (a) Copy sketch given. (b) Conventionalize.



7. Copy sketch, noting the difference in quality of lines.



8. Copy figure given and quadrisection, to represent a pile of four square plinths, adding to your drawing dotted lines to show convergence.



9. Copy result in question 8 and modify to represent a pile of four books.
10. (a) Draw to represent a common wooden water pail with handle. Position, in front and below the eye. (b) Upon what type solid is it based?

APRIL 6 AND 7, 1893 — SECOND AND THIRD GRADE.

P. M.

American History.

Each of the following questions has 10 credits assigned to it.

1. In the interest of what nations did the following persons respectively make voyages? what portions of America did each explore: (a) Carter; (b) Balboa; (c) Hudson.
2. (a) What part of the Mississippi river did De Soto and his followers explore; and what nation did he belong to? (c) Name the explorer who first sailed the length of the river; and (d) state to what nation he belonged.
3. The Dutch discovered New York bay, bought the land of the Indians, and so Hudson valley. (a) What claim had the English to the territory; and (b) how secure possession? (c) About how long was New York an English colony?
4. State some of the causes why the English were unsuccessful in the first half of the and Indian war?
5. (a) What was the object of Burgoyne's expedition? (b) What route was laid out? (c) What was expected of General Clinton commanding at New York?
6. (a) What action was necessary before the Constitution adopted by the Philadelphia convention of 1787 could take effect? (b) What effect on the adoption of this Constitution did the expected election of Washington as president have? (c) Name a State which did not come into the Union until after the election of Washington.
7. (a) What boundaries of the United States have been in dispute with England; Mexico. (c) In the case of the dispute over which boundary did the United States go to war?
8. (a) What battle in the civil war was fought in the first attempt of the northern army to capture Richmond? (b) Who commanded the northern army in the peninsula campaign against Richmond? (c) Locate this peninsula. (d) In what year was it taken?
9. What was the leading event which happened in the State of New York in each of the following years: (Select for answer any three of the four dates), (a) 1609; (c) 1807; (d) 1845?
10. What is meant by the following terms found in the recent history of the United States: (a) reconstruction; (b) Alabama claims?

Current Topics.

Of the following questions, the candidates will answer only eight, to each of which 10 credits are assigned.

1. What distinguished Hungarian patriot died recently?
2. What was the recent decision of the Court of Appeals relative to the law permitting women to vote for school commissioner?
3. (a) What distinguished English statesman and official recently retired from the cabinet? (b) What position did he resign?
4. Who was chosen his successor?
5. Name an important educational bill before the Legislature.
6. What was the report of the State Board of Charities relative to the investigation of cruelty on the part of Superintendent Brockway of the Elmira Reformatory?
7. (a) What United States Senator died March 26, 1894? (b) Who has been appointed his successor?
8. Who was recently chosen a member of the Board of Regents to fill the vacancy caused by the death of Bishop McIlerny?
9. Name three town officers who are now chosen for two years.
10. (a) Name your two representatives in the State Legislature. (b) Name your three representatives in the United States Congress.
11. What financial measure did President Cleveland recently veto?

Methods and School Economy.

Each of the following questions has 10 credits assigned to it.

1. (a) State two errors in methods of teaching reading which lead to monotonous results to the pupil. (b) State two ways by which this fault of the pupil may be corrected.
2. Give the Grubé method of teaching the number 3.

3. In developing the idea of a fraction, the work is best done by the use of objects. (a) Why? (b) What class of objects is best for the purpose?
4. Name two advantages of requiring of pupils exact memorizing of good definitions.
5. Show how the teaching of geography and history may be associated in the same recitation.
6. A common mistake in school management is to think that by giving twice as much time to a subject, a child will make twice as much progress. Why is this a mistake?
7. Aside from gaining a knowledge of facts, what is the educational value of the study of history?
8. What is the educational value of drawing?
9. The study of geography of any country should begin with the study of its physical features. Why?
10. Successful instruction of large classes depends upon what conditions? Name at least two.

SATURDAY, APRIL 1, 1894.

A. M.

Arithmetic.

Each of the following questions has ten credits assigned to it.

1. The value of a certain fraction whose denominator is 357 is $\frac{6}{7}$. Find the numerator of the fraction.
2. Express by means of signs, twelve plus three minus eight, multiplied by eighteen minus two, and this product divided by thirteen minus five. (No operations are to be performed.)
3. What per cent. of 6,945 must be added to that number to make the sum 7,695.
4. Find the ratio of 7 pounds Troy weight to 10 ounces avoirdupois.
5. If there is a specific duty of \$1.25 per gallon on varnish, and an additional duty of 45% ad valorem, what will be the cost to an importer in New York of 52 gallons costing \$2.10 per gallon in London, and delivered free from freight charges?
6. The floor of a public hall 80 ft. by 45 ft. is increased 12% in width and 8% in length. Find the per cent of increase in floor space.
7. Give the necessary steps in the solution of a problem in which the interest, the time and the amount are given, to find the rate per annum.
8. What sum of ready money will cancel an indebtedness of \$625 due in 4 mo. 20 da. hence, money being worth 6% per annum?
9. A cotton broker sold for a planter, cotton amounting to \$3,860, and gave the purchaser 5% discount for cash. If the broker retained $2\frac{1}{4}\%$ commission on his cash receipts, and paid freight and storage amounting to \$31.25, how much should he have remitted to the planter?
10. A chimney 20 in. by 28 in. outside measurements has 25 layers of brick, and the width of a brick is the thickness of the chimney walls. How many bricks 8 in. \times 4 in. \times 2 in. are there in the chimney, making no allowance for mortar?

Geography.

Each of the following questions has ten credits assigned to it.

1. (a) In what direction does the earth rotate on its axis? (b) Give explanation showing that your answer is correct.
2. What waters are connected by (a) the Strait of Gibraltar; (b) the Strait of Babel Mandeb; (c) Behring strait; (d) Strait of Dover?
3. Name three great islands south of Asia crossed by the equator.
4. Mention two counties of the State of New York that border on (a) Lake Champlain; (b) the St. Lawrence river.
5. What waters must be traversed on the shortest all-water route from New Orleans to Hamburg?
6. In what country or State, and on what water is (a) Valparaiso; (b) Acapulco; (c), Milwaukee; (d) Louisville; (e) Venice.
7. Locate (a) the Samoan islands; (b) the Bermuda Islands; (c) St. Helena; (d) Jamaica; (e) Tasmania.
8. Where is (a) Ben Nevis? (b) Mt. Shasta? (c) Mt. Marcy?
9. Describe (a) the River Clyde; (b) the Congo; (c) the Seine; (d) the Cumberland.
10. Mention two of the principal exports of (a) Switzerland; (b) Italy; (c) Ireland.

Orthography.

Each of the following words has two credits assigned to it.

- | | |
|---------------------|---------------------|
| 1. spectacles, | 26. series, |
| 2. cashmere, | 27. treatise, |
| 3. optician, | 28. barring, |
| 4. revenue, | 29. legitimate, |
| 5. victimized, | 30. especially, |
| 6. undersigned, | 31. theorem, |
| 7. debatable, | 32. resignation, |
| 8. poultry, | 33. periodical, |
| 9. Binghamton, | 34. inception, |
| 10. exposition, | 35. Nicaragua, |
| 11. flexible, | 36. fascinating, |
| 12. systematically, | 37. diagram, |
| 13. chorus, | 38. definite, |
| 14. nursery, | 39. discriminating, |
| 15. Worcester, | 40. intellectual, |
| 16. appendix, | 41. differentiate, |
| 17. cleavage, | 42. religion, |
| 18. tongue, | 43. custodian, |
| 19. constellations, | 44. concentration, |
| 20. familiarize, | 45. Tonawanda, |
| 21. typical, | 46. marginal, |
| 22. laboratory, | 47. parallelism, |
| 23. studying, | 48. habitable, |
| 24. inquisition, | 49. Ulysses, |
| 25. qualitative, | 50. raiment. |

SATURDAY, APRIL 7, 1894 — SECOND AND THIRD GRADES.

P. M.

Grammar.

1. Only along the shore of the mournful and misty Atlantic
2. Linger a few Acadian peasants, whose fathers from exile
3. Wandered back to their native land to die in its bosom.
4. In the fisherman's cot the wheel and the loom are still busy;
5. Maidens still wear their Norman caps and their kirtles of homespun
6. And by the evening fire repeat Evangeline's story,
7. While from its rocky caverns the deep-voiced, neighboring ocean
8. Speaks, and in accents disconsolate answers the wail of the forest.

— *H. W. Longfellow.*

The first eight questions refer to the above selection.

Notes. — 1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses (c) adjective clauses; (d) adverbial clauses.

3. In naming a clause, include only its unmodified subject and unmodified predicate.

4. A preposition with its object is called a phrase.

5. In naming a phrase, give only the preposition and its unmodified object.

6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.

7. An object of a transitive verb is classed as a modifier of that verb.

8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.

9. Infinitives are classed as modes of the verb.

10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.

11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz., transitive and intransitive: A transitive verb may be used in the active or the passive voice.

13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has ten credits assigned to it.

1. Classify according to notes 1 and 2 the following clauses: (a) *Peasants linger* (line 2); (b) *Fathers wandered* (lines 2 and 3); (c) *wheel and loom are busy* (line 4); (d) *Maidens wear* (line 5); (e) *Ocean speaks and answers* (lines 7 and 8).
2. Give three modifiers of *wandered* (line 3).
3. Select (a) three adverbial phrases; (b) two adjective phrases.
4. Give the part of speech to which each of the following words belongs, and state what each modifies: (a) *Only* (line 1); (b) *to die* (line 3); (c) *busy* (line 4); (d) *still* (line 5); (e) *disconsolate* (line 8).
5. Give syntax of (a) *peasants* (line 2); (b) *whose* (line 2).
6. Rewrite the fifth and sixth lines, changing the verbs to the passive voice.
7. Give the four principal parts of (a) *are* (line 4); (b) *wear* (line 5). Name the parts given.
8. What clauses are connected by *while* (line 7)?
9. Compare three adjectives each in a different way.
10. Illustrate the use of a participle used as a (a) subject of a verb; (b) object of a preposition.

Composition.

Write a composition on one of the following subjects:

1. A description of a picture observed.
2. The power of sympathy in school work.
3. Would compulsory education be a benefit to the State.
4. Habits of animals.
1. The matter, i. e., the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals, and general appearance. (25)

(For remaining 25 credits, see Regulations.)

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it.

1. What different names are applied to the serous membrane covering (a) the heart; (b) the intestines; (c) the lungs.
2. Describe and locate the diaphragm and state its principal function.
3. (a) Name in order the three classes of blood vessels through which the blood passes in its course from the left ventricle around to the right auricle. (b) In which of these is the blood dark red? (c) In which is it bright red? (d) In which does it change from bright to dark?
4. (a) Describe a ball and socket joint. (b) By what means are bones of movable joints held in place?
5. (a) What is the retina? (b) Where is it located? (c) What is its function?
6. (a) Name the cavities of the heart and (b) state by the contraction of the muscles of which cavity the blood is driven through the larger circulatory system.
7. Describe briefly the mechanical action of the stomach upon the food. (b) State the chemical change that the food undergoes in the stomach.
8. (a) Distinguish between the terms absorption and assimilation. (b) State when assimilation principally takes place.
9. Give three directions to be observed in the proper care of the lungs.
10. What is one of the first noticeable effects of the use of tobacco upon the heart?

THURSDAY, JUNE 7, 1894 — SECOND AND THIRD GRADES.

A. M.

Civil Government.

Each of the following questions has 10 credits assigned to it.

1. Give two ends to be obtained by teaching civil government.
2. Congress shall have power to provide and maintain a navy. Why is a navy necessary to the welfare of the United States?

3. "All duties, imports and excises shall be uniform throughout the United States." Why uniform?
4. It is said that the President's power to veto a bill is qualified, not absolute. Explain that this is true.
5. United States Supreme Court judges hold office during good behavior. How must they be removed from office for misconduct?
6. The 13th amendment to the United States Constitution abolished slavery. Why were the 14th and 15th amendments necessary?
7. What evidence have we of the wisdom displayed in framing the United States Constitution as it is?
8. (a) Name the five State administrative offices. (b) When do the persons elected to these offices enter upon their duties? (c) How long is their term of office?
9. Courts should be provided for hearing the cause of the humblest suitor, however slight his wrong. How does our State judicial system provide for this?
10. (a) How many judges compose the Court of Appeals in this State? (b) For how long a term are they elected? (c) What is the salary of the office.

Drawing.

Each of the following questions has 10 credits assigned to it. Use compasses for drawing circles. Take measurements from ruler. The measure of all work shall be at least one inch.

1. (a) Give the names of six colors seen in the solar spectrum.
(b) Give the common name for a tint of red.
(c) Give name of the hue secured by mixing one part orange and five parts yellow.
2. (a) Draw a circle one and one-half inches diameter; place within it an equilateral triangle, the apex of which shall be upon the vertical axis of the circle and all corners of which shall touch the circumference.
(b) Draw within the circle a second equilateral triangle inverted, same measure as in (a), the apex of which touches the lowest point of the circle.
(c) Line in the resulting figure, and half tint the ground.
3. (a) Draw a square one inch diameter, and on each side construct a semicircle, the diameter of which shall be the side of the square.
(b) Give name of resulting figure.
(c) For what purpose may this figure be used?
4. Draw to represent a cluster containing at least 15 grapes wholly or partially in view — diameter of largest to be one-half inch. Show stem.

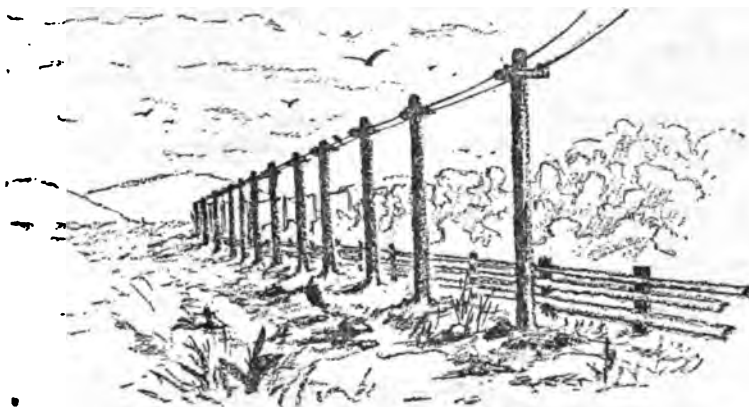


5. (a) Draw to represent a cube one inch diameter, resting on the center of a square plinth, two inches diameter, edges parallel. Position — to the right of the line of direction and below the eye.
(b) By dotted lines show apparent convergence of edges toward a vanishing point.
6. Copy sketch given, noting carefully the difference in quality of line.

7. Illustrate conventionalization of a blossom, using sketch given as the subject.



8. (a) The type, solids, sphere, cylinder and cube are to be drawn in a group. Which should be the central figure?
 (b) Give reason for your answer.
 9. (a) Draw to represent in perspective an open trap door in a floor, the door to be on the opposite side from the observer.
 10. (a) Study sketch given and determine what principle of perspective is illustrated by the apparent difference in the length of the poles.



- (b) What name is given to the point where the lines in (a) meet?
 (c) What principle is illustrated by the apparent difference in the distances between the poles?

American History.

Each of the following questions has ten credits assigned to it.

1. Compare the rank of Spain in wealth and power, among the nations of Europe, at the time of Columbus, with its condition at the present time.
2. (a) Why were early American settlements made along the seacoast and in river valleys?
 (b) How was this illustrated in New York?
3. Give an account of Bacon's rebellion, noting (a) the colony in which it occurred; (b) the approximate time; (c) the cause; (d) the result; (e) the effect on the condition of the people.
4. (a) Why did the English withdraw their forces from Philadelphia to New York, in 1778; and
 (b) what battle was fought during their march from Philadelphia to New York?
5. (a) About how long was New York city held by the English in the Revolutionary war? (b) What important event took place in that city in 1789?

6. (a) To what man are we chiefly indebted for the Erie canal? (b) About how many years has the canal been open?
7. (a) What parts of the present country of Mexico did Generals Scott and Taylor respectively invade during the Mexican war? (b) What was the special object of each expedition?
8. (a) In what way were the people of the south better prepared for the Civil war than the people of the north? (b) In what way were the northerners better prepared for war than the southerners?
9. Who was president during (a) the war of 1812; (b) the panic of 1837; (c) the John Brown raid.
10. Name (a) the inventor of the cotton gin; (b) the first governor of the State of New York; (c) the author of "Uncle Tom's Cabin;" (d) the projector of the Atlantic cable; (e) the most distinguished chief justice of the United States.

Current Topics.

Of the following questions candidates will answer only eight, to each of which twelve and one-half credits will be assigned.

1. (a) What representative body is in session in this State? (b) Who is the presiding officer of such body?
2. Name two important subjects which have been brought before this body for consideration.
3. Name two important school laws passed by the last legislature and approved by the governor.
4. Name two State officers to be chosen in this State at the next general election.
5. What eminent American jurist died about the middle of April?
6. In what southern State did the governor declare several counties in a state of insurrection? What was the cause of these troubles?
7. With what would you associate these names: Coxey, Kelly, Browne, Frye, Hogan, Wayne, and others.
8. In what country was great loss of life and property recently caused by earthquakes?
9. The cabinet of what European Republic recently resigned?
10. What great strike inaugurated the last of April is still unsettled?

Methods and School Economy.

Each of the following questions has ten credits assigned to it.

1. In what does the reasoning of children chiefly consist?
2. What two points should a teacher have in view in teaching primary reading?
3. What must a teacher know in order to understand a method?
4. The teacher should receive professional training for his work. Name five agencies through any one of which such training may be acquired.
5. What is the purpose of (a) development questions? (b) of test questions?
6. Name four hygienic conditions of the child which should receive daily attention by the teacher.
7. What besides standings determined by final examinations should be considered by the teacher in promoting pupils?
8. What purpose should the teacher have in mind in imposing punishment?
9. What is the principal purpose of object-teaching?
10. Name two of the duties to be performed by the teacher, in the course of a recitation.

FRIDAY, JUNE 8, 1894.

P. M.

Arithmetic.

Each of the following questions has 10 credits assigned to it.

1. Reduce to common fractions in their simplest form (a) .06125; (b) .054 $\frac{1}{8}$; (c) .06 of .375.
2. What is the effect upon the value of a fraction (a) of dividing the denominator by an integer; (b) of multiplying both terms by the same numbers; (c) of adding the same number to both terms?
3. D started on a journey of 89 $\frac{7}{8}$ miles, and the first day traveled 66 $\frac{1}{2}$ miles. What part of the distance remained for the second day?

4. (a) From $.02\frac{1}{2}$ subtract $.001\frac{2}{3}$ (answer to be a decimal); (b) From $\frac{1}{12}$ of a bushel subtract $\frac{1}{3}$ of a quart.
5. $40\frac{1}{2}\%$ of $\frac{2}{3}$ is what per cent. of 200?
6. The interest on \$870 for a certain time, at 6% per annum, is \$124.41. Find the time.
7. Required the amount of \$379.61 at exact interest, from April 1, 1894, to September 8, 1894, at 5% per annum.
8. If the tax rate in a village is $4\frac{3}{10}\frac{8}{10}$ mills on the dollar, and the total tax is \$8,639.55, what is the assessed valuation?
9. If bell metal is composed of 78 parts copper and 22 parts tin, what weight of each of these metals will there be in a bell that weighs 450 pounds?
10. Find the cost of a piece of linoleum 18 ft. 4 in. long and 15 ft. wide, at 65 cents a square yard.

Geography.

Each of the following questions has 10 credits assigned to it.

1. (a) Why are the days longer in summer at Quebec than at New Orleans? (b) On what day of the year are the sun's rays vertical at the Tropic of Cancer?
2. Nearly every plant that grows between the Equator and the Arctic Circle can be raised in Mexico. Explain.
3. Locate the following islands and state to what country each belongs: (a) Tasmania; (b) Java; (c) Sicily; (d) Iceland; (e) Trinidad.
4. Describe the drainage of Africa.
5. What river is on the boundary line between (a) West Virginia and Ohio; (b) New Hampshire and Vermont; (c) California and Arizona?
6. Mention the States that border on the great lakes and give the principal lake port of each.
7. How does Europe compare with the other grand divisions with respect (a) to area; (b) to density of population; (c) to extent of coast line in proportion to area; (d) what kind of a coast line is most advantageous to a country?
8. Mention four large islands belonging to the State of New York.
9. Name and locate five of the chief commercial seaport cities of South America.
10. (a) Mention the states or provinces of Africa which border on the Mediterranean Sea; (b) which of these are called the Barbary States? (c) give their principal exports.

Orthography.

Each of the following words has two credits assigned to it

- | | |
|-------------------|-----------------|
| 1. violet, | 26. Catakill, |
| 2. authentic, | 27. including, |
| 3. awaken, | 28. division, |
| 4. removing, | 29. diameter, |
| 5. oxygen, | 30. seriously, |
| 6. solely, | 31. lelsure, |
| 7. precocious, | 32. manuscript, |
| 8. repetition, | 33. character, |
| 9. filial, | 34. auspicious, |
| 10. delineation, | 35. excursion, |
| 11. vitiate, | 36. glorious, |
| 12. perceive | 37. Columbus, |
| 13. docile, | 38. perpetuate, |
| 14. captious, | 39. heritage, |
| 15. conscious, | 40. diffusion, |
| 16. medley, | 41. institute, |
| 17. intuitive, | 42. increasing, |
| 18. munificent, | 43. curiosity, |
| 19. mercenary, | 44. definition, |
| 20. citadel, | 45. prolific, |
| 21. Philadelphia, | 46. arrival, |
| 22. traversed, | 47. conscience, |
| 23. designate, | 48. sequence, |
| 24. extension, | 49. popularity, |
| 25. porosity, | 50. divine. |

FRIDAY, JUNE 8, 1894.

P. M.

Grammar.

1 Nothing can produce so great a serenity of
 2 life as a mind free from guilt, and kept un-
 3 tainted, not only from actions, but purposes
 4 that are wicked. By this means the soul will
 5 be not only unpolluted, but not disturbed;
 6 the fountain will run clear and unsullied, and
 7 the streams that flow from it will be just and
 8 honest deeds, ecstasies of satisfaction, and a
 9 brisk energy of spirit, which make a man an
 10 enthusiast in his joy, and a tenacious memory
 11 sweeter than Hope — [Plutarch.

The first 7 questions refer to the above selection.

Notes. — 1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase, give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause. In giving modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinitives are classed as modes of the verb.
10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.
12. Treat verbs as divided into two classes only, viz., transitive and intransitive; a transitive verb may be used in the active or the passive voice.
13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle after tense.

Each of the following questions has ten credits assigned to it.

1. Classify according to notes one and two the following clauses: (a) *That are wicked* (line 4). (b) *Soul will be unpolluted* (lines 4 and 5); (c) *Fountain will run clear* (line 6); (d) *That flow* (line 7); (e) *which make* (line 9).
2. Give three modifiers of *mind* (line 2); and three of *soul* (line 4).
3. Select two adjective phrases and three adverbial phrases.
4. Parse (a) *so* (line 1); (b) *as* (line 2).
5. Give syntax of (a) *serenity* (line 1); (b) *energy* (line 9); (c) *hope* (line 11).
6. To what part of speech does each of the following belong: (a) *free* (line 2); (b) *untainted* (line 2); (c) *but* (line 3); (d) *that* (line 4); (e) *sweeter* (line 11).
7. Re-write the sentence; Nothing can produce so great a serenity of life as a mind free from guilt, changing the verb to the passive voice.
8. Decline (a) *man*; (b) *brother*.
9. In sentences illustrate the use of an adverb of (a) place; (b) time; (c) number; (d) manner.
10. Write (a) a sentence containing a participle used as a noun, and (b) one containing a participle used as an adjective.

Composition.

Write a composition on one of the following subjects:

1. Memorial Day.
2. The Value of Competition.
3. Some Pleasures of Vacation Time.
4. The First Impressions of School.

Credits will be given on the merits of the composition, with particular reference to three points:

1. The matter, *i. e.*, the thoughts expressed. (25)
2. The correctness and propriety of the language used. (25)
3. The orthography, punctuation, division into paragraphs, use of capitals and general appearance. (35)

(For remaining 25 credits, see Regulations.)

Physiology and Hygiene.

Each of the following questions has ten credits assigned to it.

1. Locate (a) the fibula; (b) radius; (c) malleus.
2. What is the use of (a) ligaments; (b) tendons; (c) muscles?
3. (a) Mention the two kinds of blood corpuscles; compare them as to (b) size of corpuscles; (c) shape; (d) number.
4. (a) Of what coat of the eye is the iris and extension; (b) of what use is the iris; (c) by what kind of muscle is it controlled?
5. (a) Name the three coats of the stomach; (b) state the particular use of each?
6. (a) Locate the liver; (b) state two of its functions; (c) name the large vein that communicates with it from the stomach and intestines.
7. What are the lymphatics; (b) what is the color of the fluid they convey; (c) where does this fluid mingle with the blood?
8. Distinguish between the pharynx and the larynx in respect to (a) situation and (b) use.
9. Mention two general effects of tobacco upon a growing child.
10. Why does a sudden chill after free perspiration sometimes seriously affect the kidneys?

3. UNIFORM EXAMINATIONS FOR COMMISSIONERS' CERTIFICATES—STATISTICAL TABLE SHOWING RESULTS BY COMMISSIONER DISTRICTS BETWEEN OCTOBER 16, 1893, AND JULY 31, 1894.

COUNTIES.	Districts.	Number of examina- tions.	Number of candi- dates examined.	FIRST-GRADE CERTIFICATES.			SECOND-GRADE CERTIFICATES.		THIRD-GRADE CERTIFICATES.		Number failing to obtain certificates.	Number of tempo- rary licenses issued.	Teachers licensed by other authorities.	Total number of teachers licensed to July 31, 1894.	Number of teachers employed and teach- ing simultaneously.	Number of new teachers licensed.
				Number en- titled to.	Number in- dorsed.	Number re- newed.	Number en- titled to.	Number in- dorsed.	Number en- titled to.	Number re- newed upon examinat'n.						
Albany	1	3	16	.....	1	.....	2	2	5	1	9	.....	1	49	49	1
Allegany	2	5	75	.....	.....	.....	18	4	24	6	33	.....	3	77	55	7
Broome	3	5	39	.....	.....	.....	11	1	16	4	12	.....	4	102	100	19
Cattaraugus	4	5	175	.....	.....	.....	35	12	60	61	60	.....	11	365	365	37
Cayuga	5	5	353	.....	.....	.....	38	10	50	30	95	.....	33	219	174	30
Chemung	6	5	203	.....	.....	.....	49	.....	42	.....	112	.....	13	141	183	38
Chenango	7	5	172	.....	.....	.....	36	.....	58	42	84	.....	15	156	127	33
Clinton	8	5	357	.....	.....	.....	29	13	57	16	274	.....	11	367	219	63
Columbia	9	5	225	.....	.....	.....	43	7	97	25	190	.....	31	335	20	63
Cortland	10	5	340	.....	.....	.....	41	16	83	33	149	.....	6	172	185	18
Delaware	11	5	190	.....	.....	.....	33	7	50	30	116	.....	1	173	160	24
Dutchess	12	5	328	.....	.....	.....	39	10	69	38	139	.....	14	194	139	19
Essex	13	5	205	.....	.....	.....	33	8	55	50	118	.....	10	145	180	23
Franklin	14	5	140	.....	.....	.....	41	13	69	38	139	.....	11	188	121	27
Hamilton	15	5	348	.....	.....	.....	41	13	69	38	139	.....	11	188	121	27
Herkimer	16	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Madison	17	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Montgomery	18	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Nassau	19	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Oneida	20	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Orleans	21	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Rensselaer	22	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Saratoga	23	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Schoharie	24	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Schenectady	25	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Schoy	26	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
St. Lawrence	27	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Tioga	28	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Townsend	29	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Ulster	30	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Warren	31	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Washington	32	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Westchester	33	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Yates	34	5	335	.....	.....	.....	43	13	69	38	139	.....	11	188	121	27
Total		4	912	1	1	1	30	8	43	.....	138	.....	90	130	138	14

Franklin.....	1	2	6	281	.....	1	1	52	9	40	47	119	4	95	169	141
Fulton.....	2	2	6	282	.....	1	1	30	9	46	1	158	2	11	127	119
Genesee.....	1	1	6	174	1	4	10	36	7	40	24	78	2	...	146	144
Greene.....	1	1	6	171	3	2	2	28	11	64	28	68	4	50	210	186
Hamilton.....	2	2	6	118	.....	1	1	14	17	18	12	59	5	11	91	91
Herkimer.....	1	1	6	43	2	1	1	12	24	31	12	76	3	11	91	91
Jefferson.....	1	1	6	109	.....	1	1	18	3	40	...	41	8	25	116	148
Kings.....	3	3	6	208	.....	1	1	19	7	35	17	19	8	40	149	146
Levy.....	1	1	6	184	.....	1	1	34	8	46	8	136	...	...	155	184
Livingston.....	1	1	6	181	.....	1	1	32	14	44	70	13	...	...	163	147
Madison.....	1	1	6	209	.....	1	1	37	14	37	25	144	...	...	145	152
Monroe.....	1	1	6	184	.....	1	1	3	.....	6	...	16	2	6	13	18
Montgomery.....	1	1	6	185	.....	1	1	14	6	40	13	73	4	...	111	11
Niagara.....	1	1	6	113	.....	1	1	14	6	40	13	73	4	...	111	11
Oneida.....	1	1	6	184	.....	1	1	50	3	48	86	86	2	8	136	131
Onondaga.....	1	1	6	177	.....	1	1	24	4	48	15	40	3	70	150	119
Ontario.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Orange.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Orleans.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Oswego.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Otsego.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Putnam.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Queens.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Rensselaer.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Richmond.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Rockland.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
St. Lawrence.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Tioga.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Ulster.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Warren.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Washington.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Westchester.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119
Yates.....	1	1	6	143	.....	1	1	29	5	48	15	40	3	70	150	119

UNIFORM EXAMINATIONS, ETC. — STATISTICAL TABLE — (Continued).

COUNTIES.	Districts.	Number of examinations.	Number of candidates examined.	FIRST-GRADE CERTIFICATES.			SECOND-GRADE CERTIFICATES.		THIRD-GRADE CERTIFICATES.		Number failing to obtain certificates.	Number of temporary licenses issued.	Teachers licensed by other authority.	Total number of teachers licensed to July 31, 1894.	Number of teachers employed and teaching simultaneously.	Number of new teachers licensed.
				Number entitled to.	Number in course.	Number renewed.	Number entitled to.	Number in course.	Number entitled to.	Number renewed upon examination.						
Saratoga	1	6	73	.....	1	.....	19	1	25	7	29	11	38	170	153	10
Schenectady	2	6	160	.....	2	41	22	19	35	20	103	4	38	191	153	9
Schoharie	1	6	68	.....	1	.....	23	4	30	7	15	4	4	73	71	5
Schoyler	1	6	157	.....	1	.....	33	4	54	14	85	5	0	115	119	10
Seneca	1	6	159	.....	1	.....	31	6	41	12	83	4	15	137	119	13
Steuben	1	6	160	.....	1	.....	44	4	67	20	48	2	.....	164	127	16
.....	13	2	40	8	46	2	.....	174	144	7
.....	55	13	88	3	123	11	.....	323	180	19
.....	24	9	35	11	124	3	.....	196	179	23
.....	40	10	65	19	114	3	.....	190	184	27
.....	12	6	1	2	23	10	45	115	115	9
.....	10	3	1	2	5	6	100	174	174	12
.....	12	8	24	3	5	15	.....	100	174	12
.....	14	10	21	8	85	15	.....	88	130	17
.....	23	10	36	.....	103	7	.....	121	121	25
.....	63	4	75	13	117	3	35	322	225	85
.....	23	10	40	31	82	3	8	90	81	16
.....	35	6	22	10	73	1	19	121	98	20
.....	16	1	31	3	19	1	20	133	131	.....
.....	13	4	19	.....	18	3	37	152	118	8
.....	19	8	51	30	88	8	.....	152	118	8
.....	20	11	43	.....	108	5	18	161	170	15
.....	22	9	41	.....	93	5	.....	160	154	14
.....	14	1	68	44	72	16	18	261	173	35
.....	5	40	53	21	131	5	45	312	164	32
.....	29	2	39	10	109	5	12	210	133	8
.....	42	2	39	10	14	6	.....	160	150	1
.....	5	1	3	.....	14	6	.....	160	150	1
.....	14	2	8	.....	8	.....	.....	118	113	13
.....	8	1	6	.....	3	.....	.....	118	113	7
.....	6	4	50	13	48	3	32	140	127	21
.....	27	4	3	17	3	.....	.....	140	127	21
.....	27	10	3	17	48	2	.....	140	127	21
.....	37	10	3	17	48	2	.....	140	127	21
.....	34	4	23	16	161	.....	.....	138	139	21
Total	618	17,875	87	115	506	3,190	745	4,343	1,661	10,145	573	2,331	17,089	15,732	2,085

4. HOLDERS OF FIRST-GRADE CERTIFICATES.

Following is a list of all teachers who have received first-grade certificates issued under the uniform examination system in the State of New York, from October 15, 1893, to July 31, 1894. These certificates are good for five years from date of issue.

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	ALBANY COUNTY — FIRST DISTRICT. None issued .....	.....	.....
	ALBANY COUNTY — SECOND DISTRICT. None issued.....	.....	.....
	ALBANY COUNTY — THIRD DISTRICT. None issued .....	.....	.....
	ALLEGANY COUNTY — FIRST DISTRICT. None issued .....	.....	.....
	ALLEGANY COUNTY — SECOND DISTRICT. None issued .....	.....	.....
	BROOME COUNTY — FIRST DISTRICT. None issued .....	.....	.....
	BROOME COUNTY — SECOND DISTRICT. None issued .....	.....	.....
	CATTARAUGUS COUNTY — FIRST DISTRICT. None issued .....	.....	.....
44	CATTARAUGUS COUNTY — SECOND DISTRICT. Lewis D. Van Rensselaer	Bowen, N. Y.	April 3, 1894
	CAYUGA COUNTY — FIRST DISTRICT. None issued .....	.....	.....
	CAYUGA COUNTY — SECOND DISTRICT. None issued .....	.....	.....
	CHAUTAUQUA COUNTY — FIRST DISTRICT. None issued .....	.....	.....
	CHAUTAUQUA COUNTY — SECOND DISTRICT. None issued .....	.....	.....
	CHAUTAUQUA COUNTY — THIRD DISTRICT. None issued .....	.....	.....
	CHENUNGO COUNTY. None issued .....	.....	.....
	CHENANGO COUNTY — FIRST DISTRICT. None issued .....	.....	.....
10	CHENANGO COUNTY — SECOND DISTRICT. James S. Kinnier.....	Smithville Flats.....	March 2, 1894
11	Irene Hyde.....	Afton.....	March 2, 1894
	CLINTON COUNTY — FIRST DISTRICT. None issued.....	.....	.....
	CLINTON COUNTY — SECOND DISTRICT. None issued.....	.....	.....
	COLUMBIA COUNTY — FIRST DISTRICT. None issued .....	.....	.....
	COLUMBIA COUNTY — SECOND DISTRICT. None issued .....	.....	.....
6	CORTELAND COUNTY — FIRST DISTRICT. Fred E. Payne.....	Clinton	December 31, 1893

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Continued*).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	CORTLAND COUNTY — SECOND DISTRICT. None issued.....		
1	DELAWARE COUNTY — FIRST DISTRICT. Guy V. Wilson.....	Masonville	March 1, 1894
2	Lealie Combs.....	Downsville	March 1, 1894
	DELAWARE COUNTY — SECOND DISTRICT. None issued.....		
	DUTCHESS COUNTY — FIRST DISTRICT. None issued.....		
	DUTCHESS COUNTY — SECOND DISTRICT. None issued.....		
	ERIE COUNTY — FIRST DISTRICT. None issued.....		
	ERIE COUNTY — SECOND DISTRICT. None issued.....		
1	ERIE COUNTY — THIRD DISTRICT. Herbert L. Willis	East Ashford.....	March 2, 1894
	ESSEX COUNTY — FIRST DISTRICT. None issued.....		
6	ESSEX COUNTY — SECOND DISTRICT Lucia N. Gould.....	Schroon Lake.....	March 2, 1894
	FRANKLIN COUNTY — FIRST DISTRICT. None issued.....		
	FRANKLIN COUNTY — SECOND DISTRICT. None issued.....		
	FULTON COUNTY. None issued.....		
40	GENESEE COUNTY. James A. Geowney.....	West Bergen.....	March 2, 1894
	GREENE COUNTY — FIRST DISTRICT None issued.....		
	GREENE COUNTY — SECOND DISTRICT. None issued.....		
	HAMILTON COUNTY. None issued.....		
1	HERKIMER COUNTY — FIRST DISTRICT. John R. Mixer	Ingham's Mills	March 2, 1894
2	George W. Strobel	Ohio, N. Y	March 2, 1894
	HERKIMER COUNTY — SECOND DISTRICT. None issued.....		
	JEFFERSON COUNTY — FIRST DISTRICT. None issued.....		
	JEFFERSON COUNTY — SECOND DISTRICT. None issued.....		
	JEFFERSON COUNTY — THIRD DISTRICT. None issued.....		
18	KINGS COUNTY. Miss Frances A. Munson	363 Sackett street, Brooklyn.	March 23, 1894

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificates.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	LEWIS COUNTY — FIRST DISTRICT.		
	None issued		
	LEWIS COUNTY — SECOND DISTRICT.		
	None issued		
	LIVINGSTON COUNTY — FIRST DISTRICT.		
4	Sila L. Davis.....	Livonia.....	March 23, 1894
8	Burt S. McNinch.....	Conesus.....	March 2, 1894
	LIVINGSTON COUNTY — SECOND DISTRICT.		
	None issued		
	MADISON COUNTY — FIRST DISTRICT.		
18	Daniel Keating.....	Canastota.....	March 2, 1894
19	Clara E. Snell	Lebanon.....	March 2, 1894
	MADISON COUNTY — SECOND DISTRICT.		
28	Josephine Cane.....	Chittenango.....	March 3, 1894
	MONROE COUNTY — FIRST DISTRICT.		
	None issued		
	MONROE COUNTY — SECOND DISTRICT.		
29	M. Elizabeth Burdette.....	Clifton.....	March 2, 1894
	MONTGOMERY COUNTY.		
16	Howard Shaffer.....	St. Johnsville.....	March 2, 1894
17	Arthur Snyder.....	Hagaman.....	March 2, 1894
	NIAGARA COUNTY — FIRST DISTRICT.		
	None issued		
	NIAGARA COUNTY — SECOND DISTRICT.		
6	Anna M. Pease.....	Barkers.....	March 2, 1894
	ONEIDA COUNTY — FIRST DISTRICT.		
	None issued		
	ONEIDA COUNTY — SECOND DISTRICT.		
44	Alice M. Martin.....	Vernon.....	March 1, 1894
	ONEIDA COUNTY — THIRD DISTRICT.		
1	Winfreda Dooley.....	Taberg.....	March 1, 1894
	ONEIDA COUNTY — FOURTH DISTRICT.		
5	Charles G. Allen	Eaton.....	April 23, 1894
	ONONDAGA COUNTY — FIRST DISTRICT.		
	None issued		
	ONONDAGA COUNTY — SECOND DISTRICT.		
	None issued		
	ONONDAGA COUNTY — THIRD DISTRICT.		
1	Charles W. Armstrong	Jamesville	March 1, 1894
	ONTARIO COUNTY — FIRST DISTRICT.		
	None issued		
	ONTARIO COUNTY — SECOND DISTRICT.		
	None issued		
	ORANGE COUNTY — FIRST DISTRICT.		
1	Miss Nellie Thornton.....	Central Valley	March 2, 1894
2	Miss Amy E. Francis.....	Highland Falls.....	March 2, 1894
3	Miss Jessie E. Hotchkiss.....	Cornwall	March 2, 1894
	ORANGE COUNTY — SECOND DISTRICT.		
229	Eugenia Conkling.....	Middletown	March 2, 1894
230	Annie Shults.....	Westtown.....	March 2, 1894

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	ORLEANS COUNTY.		
2	Robert G. Woods	W. Somerset	March 2, 1894
	OSWEGO COUNTY — FIRST DISTRICT.		
	None issued		
	OSWEGO COUNTY — SECOND DISTRICT.		
	None issued		
	OSWEGO COUNTY — THIRD DISTRICT.		
15	*Maude M. Varney	South Richland	August 15, 1893
16	Mary A. Wilder	Sandy Creek	March 2, 1894
17	Mabel I. Wart	Sandy Creek	March 2, 1894
	OTSEGO COUNTY — FIRST DISTRICT.		
	None issued		
	OTSEGO COUNTY — SECOND DISTRICT.		
	None issued		
	PUTNAM COUNTY.		
	None issued		
	QUEENS COUNTY — FIRST DISTRICT.		
1	Agnes A. Lawlor	Flushing	March 2, 1894
2	Lavinia C. Bacon	Roslyn	March 2, 1894
	QUEENS COUNTY — SECOND DISTRICT.		
2	Louise J. Carpenter	Freeport	March 2, 1894
3	Kate Sheehan	Woodhaven	March 2, 1894
	RENSSELAER COUNTY — FIRST DISTRICT.		
	None issued		
	RENSSELAER COUNTY — SECOND DISTRICT.		
	None issued		
	RICHMOND COUNTY.		
	None issued		
	ROCKLAND COUNTY.		
	None issued		
	ST. LAWRENCE COUNTY — FIRST DISTRICT.		
22	Mary J. Coulthart	Gouverneur	March 21, 1894
23	Rosalie Austin	Gouverneur	March 21, 1894
	ST. LAWRENCE COUNTY — SECOND DISTRICT.		
	None issued		
	ST. LAWRENCE COUNTY — THIRD DISTRICT.		
	None issued		
	SARATOGA COUNTY — FIRST DISTRICT.		
	None issued		
	SARATOGA COUNTY — SECOND DISTRICT.		
	None issued		
	SCHENECTADY COUNTY.		
	None issued		
	SCHOHARIE COUNTY — FIRST DISTRICT.		
1	Marcus B. Sternbergh	Blenheim	March 5, 1894
2	Menzo L. Hollenbeck	Livingstonville	March 5, 1894
3	James Dugan	Shutters Corners	March 5, 1894
	SCHOHARIE COUNTY — SECOND DISTRICT.		
4	Cora M. Bowman	Cobleskill	March 2, 1894
5	Arthur Sprangler	South Worcester	March 2, 1894

* Should have been reported in 1894 Report.

HOLDERS OF FIRST-GRADE CERTIFICATES — (Continued).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
	SCHUYLER COUNTY.		
1	Joseph M. Frost.....	Havana, N. Y.....	March 15, 1894
	SENECA COUNTY.		
	None issued.....		
	STEBEN COUNTY — FIRST DISTRICT.		
	None issued.....		
	STEBEN COUNTY — SECOND DISTRICT.		
1	Robert E. Holmes.....	Corning.....	March 23, 1894
	STEBEN COUNTY — THIRD DISTRICT.		
1	Frank S. Sanford.....	Troupsburgh.....	March 2, 1894
2	Anja Vickers.....	Purdy Creek.....	March 2, 1894
	SUFFOLK COUNTY — FIRST DISTRICT.		
16	Blanche H. Sherry.....	Sag Harbor.....	March 2, 1894
	SUFFOLK COUNTY — SECOND DISTRICT.		
	None have been issued. Cause: Normal schools mostly, I think; a large majority of our teachers having Normal diplomas..		
	SULLIVAN COUNTY — FIRST DISTRICT.		
	None issued.....		
	SULLIVAN COUNTY — SECOND DISTRICT.		
26	Jennie P. Miller.....	Briscoe.....	March 2, 1894
26	Jennie Green.....	Schenevus.....	March 2, 1894
	TIOGA COUNTY.		
69	Anna J. Atwater.....	Waverly.....	April 4, 1894
50	Juliet C. Laning.....	Nichols.....	April 4, 1894
	TOMPKINS COUNTY — FIRST DISTRICT.		
20	Eda M. Willis.....	Jacksonville.....	March 2, 1894
	TOMPKINS COUNTY — SECOND DISTRICT.		
4	Bessie E. Morton.....	Groton.....	March 2, 1894
	ULSTER COUNTY — FIRST DISTRICT.		
22	Mary E. Fren.....	Rondout.....	March 2, 1894
22	Mary W. Hall.....	Rondout.....	March 2, 1894
24	Margaret M. Mulligan.....	Kingston.....	March 2, 1894
22	Katherine D. Romeyn.....	Kingston.....	March 2, 1894
26	Margaret A. Sauipaugh.....	Rondout.....	March 2, 1894
27	Isabel Thompson.....	Rondout.....	March 2, 1894
	ULSTER COUNTY SECOND DISTRICT.		
	None issued.....		
	ULSTER COUNTY THIRD DISTRICT.		
973	George Terwilliger.....	High Falls.....	March 2, 1894
	WARREN COUNTY.		
1	Lena T. Wait.....	Glens Falls.....	March 2, 1894
3	Mabel Ingalsbe.....	Sandy Hill.....	March 2, 1894
	WASHINGTON COUNTY — FIRST DISTRICT.		
	Jessie M. Fox.....	Ft. Edward.....	March 2, 1894
	WASHINGTON COUNTY — SECOND DISTRICT.		
25	Edwin Johnson.....	Middletown Springs..	March 2, 1894
26	A. Lulu Lotrace.....	Whitehall.....	March 2, 1894
27	Helen C. Smith.....	Whitehall.....	March 2, 1894
	WAYNE COUNTY — FIRST DISTRICT.		
	None issued.....		
	WAYNE COUNTY — SECOND DISTRICT.		
	None issued.....		

HOLDERS OF FIRST-GRADE CERTIFICATES — (*Concluded*).

Number of certificate.	COUNTY, DISTRICT AND NAME.	Post-office address.	Date of certificate.
27	WESTCHESTER COUNTY — FIRST DISTRICT. Grace I. Small	Westchester	March 2, 1894
	WESTCHESTER COUNTY — SECOND DISTRICT. None issued.....	.....	.....
	WESTCHESTER COUNTY — THIRD DISTRICT.		
38	Michael B Galvin.....	Amawalk.....	March 2, 1894
39	A. P. J. Bearton.....	Amawalk.....	March 2, 1894
40	Edward J. Callahan.....	Amawalk.....	March 2, 1894
41	Augustus Healy.....	Amawalk.....	March 2, 1894
42	Elizabeth C Hartwell.....	Yorktown Heights...	March 2, 1894
43	Pilleon Page	Amawalk.....	March 17, 1894
44	Harriet L. Chapman.....	Peekskill.....	March 17, 1894
45	Joséphine A. Park.....	Bedford.....	March 17, 1894
	WYOMING COUNTY — FIRST DISTRICT. None issued.....	.....	.....
	WYOMING COUNTY — SECOND DISTRICT. None issued.....	.....	.....
	YATES COUNTY.		
15	Edward Campbell.....	Milo Center.....	March 2, 1894
16	George E. Miller.....	Brauchport.....	March 2, 1894
17	Stella M. Richie.....	Potter.....	March 2, 1894

5. FIRST-GRADE CERTIFICATES RENEWED.

Following is a list of all teachers whose first-grade certificates have been renewed under the uniform system of examinations in the State of New York, from October 15, 1893, to July 31, 1894, giving date of certificates and period of time for which renewed.

Number of certificates.	NAME OF CANDIDATE.	Post-office address.	Date of certificate.	Length of Renewal.
	ALBANY COUNTY — FIRST DISTRICT.			Yrs.
	None renewed.....			....
	ALBANY COUNTY — SECOND DISTRICT.			
	Jennie Bouton.....	Rensselaerville.....	March 16, 1889	5
	Grace Stone.....	Rensselaerville.....	March 16, 1889	5
	ALBANY COUNTY — THIRD DISTRICT.			
1	Ellen Lamain.....	West Troy.....	April 1, 1889	5
2	Mary H. Ayers.....	Green Island.....	April 1, 1889	5
4	Julia Cullen.....	West Troy.....	April 1, 1889	5
	ALLEGANY COUNTY — FIRST DISTRICT.			
	F. D. Williams.....	Breesport.....	March 13, 1889	5
	ALLEGANY COUNTY — SECOND DISTRICT.			
	None renewed.....			....
	BROOME COUNTY — FIRST DISTRICT.			
	None renewed.....			....
	BROOME COUNTY — SECOND DISTRICT.			
7	Ada Conklin.....	Chenango Forks.....	March 13, 1889	5
	CATTARAUGUS COUNTY — FIRST DISTRICT.			
	None renewed.....			....
	CATTARAUGUS COUNTY — SECOND DISTRICT.			
7	Ella J. Johnson.....	Little Valley.....	March 12, 1889	5
6	Mary Campton.....	Limestone.....	March 12, 1889	5
11	H. E. Vincent.....	Randolph.....	March 12, 1889	5
	CAYUGA COUNTY — FIRST DISTRICT.			
3	Clara Page.....	Weedsport.....	March 12, 1889	5
	Edward H. Ladd.....	Woodard.....	March 12, 1889	5
	CAYUGA COUNTY — SECOND DISTRICT.			
	None renewed.....			....
	CHAUTAUQUA COUNTY — FIRST DISTRICT.			
	None renewed.....			....
	CHAUTAUQUA COUNTY — SECOND DISTRICT.			
9	Lizzie Thompson.....	Westfield.....	March 13, 1889	5
	CHAUTAUQUA COUNTY — THIRD DISTRICT.			
1	Charles F. Bigler.....	Westfield.....	June 24, 1894	4
	CHEMUNG COUNTY.			
4	*Mary Stevens.....	Erin.....	August 15, 1888	5
6	*Robert Sterling.....	Pine Valley.....	August 15, 1888	4
9	*Timothy Dalton.....	Van Etten.....	August 15, 1888	5
13	Amy Parsons.....	Millport.....	March 13, 1889	5
17	Alice McWhorter.....	Webbs Mills.....	March 13, 1889	5
20	Addie Davenport.....	Big Flats.....	March 13, 1889	5
22	Fredrich Williams.....	Breesport.....	March 13, 1889	5
24	Bernie Rockwell.....	Horseheads.....	March 13, 1889	5
25	Anna C. Drake.....	Horseheads.....	March 13, 1889	5
	CHEMUNG COUNTY — FIRST DISTRICT.			
9	Florence Blackman.....	North Pitcher.....	April 5, 1889	5
	CHEMUNG COUNTY — SECOND DISTRICT.			
	None renewed.....			....
	CLINTON COUNTY — FIRST DISTRICT.			
	None renewed.....			....

* Renewed last year.

FIRST-GRADE CERTIFICATES RENEWED — (*Continued*).

Number of certificates.	NAME OF CANDIDATE.	Post-office address.	Date of certificate.	Length of Yr.
	CLINTON COUNTY — SECOND DISTRICT. None renewed .....	.....	.....	..
	* COLUMBIA COUNTY — FIRST DISTRICT.			
15	Kate Thompson	Philmont	June 12, 1889	
11	Lizzie Stuppelbeen	Philmont	June 12, 1889	
16	Florence J. Stevens	Philmont	July 20, 1889	
	COLUMBIA COUNTY — SECOND DISTRICT.			
	Olin H. Sylvester	Valatie	Feb. 15, 1889	
	Calvin G. Reed	Mount Lebanon	March 12, 1889	
	CORTLAND COUNTY — FIRST DISTRICT. None renewed .....	.....	.....	..
	CORTLAND COUNTY — SECOND DISTRICT. None renewed .....	.....	.....	..
	DELAWARE COUNTY — FIRST DISTRICT. None renewed .....	.....	.....	..
	DELAWARE COUNTY — SECOND DISTRICT.			
5	Lizzie J. Nicoll	Delhi	March 14, 1889	
6	Andrew J. Nicoll	Delhi	March 14, 1889	
7	Lillian A. Kemp	Delhi	March 14, 1889	
	DUTCHESS COUNTY — FIRST DISTRICT.			
	Alma M. Manchester	Noxon	March 12, 1889	
	DUTCHESS COUNTY — SECOND DISTRICT.			
12	Margaret Henderson	Hyde Park	March 15, 1889	
24	Ida Du Mont	Hyde Park	March 15, 1889	
28	Georgiana Andrews	Red Hook	March 15, 1889	
29	Emma L. Ryder	Red Hook	March 15, 1889	
	ERIE COUNTY — FIRST DISTRICT. None renewed .....	.....	.....	..
	ERIE COUNTY — SECOND DISTRICT.			
4	Ella M. Webster	East Aurora	March 12, 1889	
	ERIE COUNTY — THIRD DISTRICT. None renewed .....	.....	.....	..
	ESSEX COUNTY — FIRST DISTRICT.			
6	Frank S. Shumway	Wilmington	March 20, 1889	
7	John T. Heald	Upper Jay	March 20, 1889	
8	Hattie Dudley Bell	Keene	March 20, 1889	3
	ESSEX COUNTY — SECOND DISTRICT.			
6	May Huntley	Schroon Lake	March 12, 1887	
7	Cornelia Holbrook	Port Kenry	March 12, 1887	
	FRANKLIN COUNTY — FIRST DISTRICT.			
6	Clara Palmer	Malone	March 12, 1889	
	FRANKLIN COUNTY — SECOND DISTRICT. None renewed .....	.....	.....	..
	FULTON COUNTY.			
1	Thomas G. Painter	Johnstown	April 12, 1888	
2	Nancy L. Collins	Johnstown	April 16, 1888	
5	Gertrude Kelly	Johnstown	April 16, 1888	
10	E. A. McVermid	Johnstown	March 25, 1889	
11	Louisa Chase	Broadalbin	March 24, 1889	
12	Elizabeth Lucas	Johnstown	April 1, 1889	
13	Mary McGuire	Johnstown	April 1, 1889	
15	Loren Wilson	Northville	June 7, 1889	
	GENESEE COUNTY.			
8	Jennie B. Kuhn	Batavia	August, 1888	
19	Joel A. Loveridge	Elba	March, 1889	

* Some others may have been indorsed, by my predecessor, between October 15, 1893, and January 1, 1894, although I have no record of it.— JOHN W. SCOTT, School Commissioner.

FIRST-GRADE CERTIFICATES RENEWED — (Continued).

Number of certificate.	NAME OF CANDIDATE.	Post-office address.	Date of certificate.	Length of renewal.
	GREENE COUNTY — FIRST DISTRICT.			Yrs.
1	Henry C. Thomas	Catskill	August 16, 1889	5
2	Harriet C. Webber	Catskill	August 16, 1889	5
	GREENE COUNTY — SECOND DISTRICT.			
	None renewed .....			.....
	HAMILTON COUNTY.			
23	Mrs. L. W. Beattie	Tloonderoga	March 13, 1889	3
	HERKIMER COUNTY — FIRST DISTRICT.			
	A. A. Appley	Little Falls	March, 1894	5
13	Emily A. Oyston	Little Falls	March 15, 1894	5
18	Mildred Van Alstyne	Little Falls	March 18, 1894	5
15	Gertrude A. Brown	Little Falls	March 15, 1894	5
	Lucy H. Clancy	Little Falls	March 15, 1894	5
23	Ella E. Groom	Little Falls	April 14, 1894	5
17	Minnie I. Evans	Little Falls	March 4, 1894	5
31	Margrete D. Ferguson	Little Falls	June 5, 1894	5
	HERKIMER COUNTY — SECOND DISTRICT.			
	None renewed .....			.....
	JEFFERSON COUNTY — FIRST DISTRICT.			
	None renewed .....			.....
	JEFFERSON COUNTY — SECOND DISTRICT.			
	None renewed .....			.....
	* JEFFERSON COUNTY — THIRD DISTRICT.			
	KINGS COUNTY.			
	None renewed .....			.....
	LEWIS COUNTY — FIRST DISTRICT.			
	None renewed .....			.....
	LEWIS COUNTY — SECOND DISTRICT.			
	None renewed .....			.....
	LIVINGSTON COUNTY — FIRST DISTRICT.			
3	Reuben J. Wallace	Avon	March 14, 1889	5
10	Otta L. Burroughs	Avon	March 5, 1890	5
	LIVINGSTON COUNTY — SECOND DISTRICT.			
	None renewed .....			.....
	MADISON COUNTY — FIRST DISTRICT.			
1	Lida S. Sherman	Webster's Station..	October 28, 1893	4
3	Emma F. Isbell	Morrisville	March 12, 1889	5
	MADISON COUNTY — SECOND DISTRICT.			
8	Hannah M. Fogarty	Onelda	March 28, 1894	5
5	Libbie E. Klock	Onelda	March 28, 1894	5
3	Florence J. Williams	Canastota	March 28, 1894	5
	MONROE COUNTY — FIRST DISTRICT.			
4	Mrs. Belle T. Short	Honeoye Falls	June 10, 1889	2
5	Elizabeth Noades	Honeoye Falls	June 10, 1889	2
6	M. O. Humerson	Webster	June 10, 1889	5
8	Belle Lamont	Honeoye Falls	June 3, 1889	2
9	Catharine E. Fay	Menden Centre	June 20, 1889	5
	MONROE COUNTY — SECOND DISTRICT.			
	None renewed .....			.....
	MONTGOMERY COUNTY.			
7	William H. Barkley	Ft. Hunter	March 13, 1889	5
12	Anna Seburn	Amsterdam	March 13, 1889	5

* My predecessor transferred to me no records of first-grade certificates renewed.—R. S. CLARK, Commissioner.

FIRST-GRADE CERTIFICATES RENEWED — (Continued).

Number of certificates.	NAME OF CANDIDATE.	Post-office address.	Date of certificate.	Length of term of renewal.
	NIAGARA COUNTY — FIRST DISTRICT. None renewed.....			Yrs.
	NIAGARA COUNTY — SECOND DISTRICT. None renewed.....			.....
	ONEIDA COUNTY — FIRST DISTRICT. None renewed.....			.....
	ONEIDA COUNTY — SECOND DISTRICT. None renewed.....			.....
5	ONEIDA COUNTY — THIRD DISTRICT. Mary H. Ford.....	Wolcott.....	1899	3
	ONEIDA COUNTY — FOURTH DISTRICT. None renewed.....			.....
12	ONONDAGA COUNTY — FIRST DISTRICT. Jesse Mann.....	Jordan.....	June 23, 1894	5
20	Hattie V. Peck.....	Jordan.....	June 23, 1894	5
21	Minnie E. Peck.....	Jordan.....	June 23, 1894	5
7	ONONDAGA COUNTY — SECOND DISTRICT. Chas. O. Richards.....	Solvay.....	March 21, 1899	5
8	W. Hoyt North.....	Onondaga Hill.....	March 21, 1899	5
	ONONDAGA COUNTY — THIRD DISTRICT. Frances E. Ecker.....	Fayetteville.....	March 12, 1894	5
29	ONTARIO COUNTY — FIRST DISTRICT. May Van Valkenburg.....	Phelps.....	August 22, 1898	5
24	Jane I. Robson.....	Gorham.....	March 15, 1899	5
28	Lottie Swart.....	Reeds Corners.....	March 22, 1899	5
16	ONTARIO COUNTY — SECOND DISTRICT. Mrs. Laura M. White.....	Canandaigua.....	March 22, 1899	5
17	Kittie Vermilye.....	Naples.....	March 22, 1899	5
	ORANGE COUNTY — FIRST DISTRICT. None renewed.....			.....
	ORANGE COUNTY — SECOND DISTRICT. None renewed.....			.....
1	ORLEANS COUNTY. Sidney F. Potter.....	Milville.....	March 12, 1894	3
7	OSWEGO COUNTY — FIRST DISTRICT. Nellie C. Curtis.....	Fulton.....	March 18, 1894	3½
	OSWEGO COUNTY — SECOND DISTRICT. None renewed.....			.....
	OSWEGO COUNTY — THIRD DISTRICT. None renewed.....			.....
	OTSEGO COUNTY — FIRST DISTRICT. Anna Lane.....	Schenenvus.....	March 12, 1899	5
	Henry L. Tipple.....	Worcester.....	March 12, 1899	5
	Jennie E. White.....	Richfield Springs.....	March 12, 1899	4½
	Ada G. Donahue.....	Richfield Springs.....	March 12, 1899	5
	OTSEGO COUNTY — SECOND DISTRICT. Cora A. Lane.....	Oneonta.....	March, 1899	5
	PUTNAM COUNTY. None renewed.....			.....
	QUEENS COUNTY — FIRST DISTRICT. None renewed.....			.....
1	QUEENS COUNTY — SECOND DISTRICT. Mary A. Larkin.....	Richmond Hill.....	March 22, 1894	5

FIRST-GRADE CERTIFICATES RENEWED — (Continued).

Number of certificate.	NAME OF CANDIDATE.	Post-office address.	Date of certificate.	Length of Renewal.
	RENSSELAER COUNTY — FIRST DISTRICT.			Yrs.
	F. D. Mosher	Eagle Bridge.....	March 23, 1889	5
	RENSSELAER COUNTY — SECOND DISTRICT.			
101	Mary A. New.....	Bath-on-Hudson....	March 13, 1889	5
102	Annie F. Moakler	East Albany.....	March 13, 1889	5
103	Carrie E. Marshall	East Albany.....	March 13, 1889	5
104	George D. Borringer	Schodack Depot....	March 13, 1889	5
106	Fannie M. Ostrander.....	Castleton.....	March 13, 1889	5
	RICHMOND COUNTY.			
19	Frances E. Moore	West New Brighton	March 3, 1894	5
20	Mary Lennon.....	Stapleton	March 14, 1894	5
21	Rebecca M. Ludlum.....	Stapleton	March 12, 1894	5
	ROCKLAND COUNTY.			
7	Jennie M. Sullivan.....	Haverstraw	March 12, 1889	5
8	John C. Heyn.....	Sparkhill.....	March 12, 1889	5
9	Mary E. Schreeder	Haverstraw	March 12, 1889	5
10	Rose Taylor.....	Haverstraw	March 12, 1889	5
12	Elizabeth Gormly.....	Haverstraw	March 12, 1889	5
13	Mary Cleary.....	Haverstraw	March 12, 1889	5
14	S. Elmira Burns.....	Garnerville.....	March 12, 1889	5
15	Anna Burns.....	Garnerville.....	March 12, 1889	5
16	Julia Wigton.....	Spring Valley.....	March 12, 1889	5
17	Rachel Wannamaker	Suffern.....	March 12, 1889	5
18	Ella M. Smith.....	Sparkhill.....	March 12, 1889	5
	ST. LAWRENCE COUNTY — FIRST DISTRICT.			
	L. Sarah Hulett.....	Heuvelton	April 1, 1889	5
	ST. LAWRENCE COUNTY — SECOND DISTRICT.			
	None renewed .....	.....	.....	.....
	ST. LAWRENCE COUNTY — THIRD DISTRICT.			
	None renewed .....	.....	.....	.....
	SARATOGA COUNTY — FIRST DISTRICT.			
	None renewed .....	.....	.....	.....
	SARATOGA COUNTY — SECOND DISTRICT.			
	Josie M. Ransome.....	Moses Kill.....	March 12, 1889	5
	Kate M. McCloskey	Saratoga.....	March 12, 1889	5
	Annie E. Cronkhite	Saratoga.....	March 12, 1889	5
	Ida M. Smith.....	South Corinth.....	March 12, 1889	5
	SCHENECTADY COUNTY.			
	Elizabeth Jones	Schenectady	March 2, 1884	5
	Cora J. Phillips	Schenectady	April 10, 1889	5
	SCHOHARIE COUNTY — FIRST DISTRICT.			
12	Lizzie M. Rorick	Middleburgh	March 17, 1894	5
14	Anna E. Becker	Middleburgh	March 17, 1894	5
	SCHOHARIE COUNTY — SECOND DISTRICT.			
	None renewed .....	.....	.....	.....
	SCHUYLER COUNTY.			
8	Emma M. C. Grant	Odessa.....	March 13, 1889	5
9	Jay Fish.....	Bennettsburg	March 13, 1889	5
12	Fred. L. Rudy	Reynoldsville	March 13, 1889	4
13	Elizabeth W. Swartwood	Cayuta.....	March 13, 1889	5
15	Carrie Vanderpool	Mecklenburg	March 13, 1889	5
	SENECA COUNTY.			
10	Christina Hasbrouck.....	Malcom	March 25, 1889	5
11	Harriet Hasbrouck.....	Malcom	March 25, 1889	5
	STEBEN COUNTY — FIRST DISTRICT.			
8	G. H. Guinnip.....	Cohocton.....	April 1, 1889	5
9	Charles H. Deniston	Poultney.....	April 1, 1889	5
11	A. O. Tucker.....	Savona.....	April 1, 1889	5

FIRST-GRADE CERTIFICATES RENEWED — (Continued).

Number of certificate.	NAME OF CANDIDATE.	Post-office address.	Date of certificate.	Length of term.
	STEBURN COUNTY — SECOND DISTRICT.			Yrs
	Mary F. Bemis	Campbell	Aug. 28, 1888	....
	STEBURN COUNTY — THIRD DISTRICT.			
	Margaret C. Falsay	Hornellsville	Sept. 28, 1888	
	Mary Mills	Canisteo	March, 1894	
	SUFFOLK COUNTY — FIRST DISTRICT.			
14	Georgia H. Reeve	Sag Harbor	February 27, 1889	
15	Elizabeth Burnett	Water Mills	March 6, 1889	
17	W. W. Young	Manorville	March 2, 1889	
	SUFFOLK COUNTY — SECOND DISTRICT.			
14	Annie V. Edwards	Melville	March 12, 1889	
	SULLIVAN COUNTY — FIRST DISTRICT.			
4	Hegman J. Rixton	Callicoon Depot	August 20, 1888	
1	Edgar B. Merritt	Lackawaxen, Pa	April 1, 1889	
3	Harry S. Hannon	Rock Hill	April 1, 1889	
3	Fred J. Hoyt	Winterton	April 1, 1889	
4	David S. Strong	Cuddebackville	April 1, 1889	
	SULLIVAN COUNTY — SECOND DISTRICT.			
	None renewed .....			...
	TIOGA.			
236	Della B. Patch	Speedville	March 16, 1889	
	Dora Van Norstran	Nichols	April 17, 1889	
	TOMPKINS COUNTY — FIRST DISTRICT.			
5	Cora E. Wright	South Danby	February 15, 1894	
	TOMPKINS COUNTY — SECOND DISTRICT.			
	Bettie Hymen	Ithaca	March, 1889	5m
	Rose M. Patch	Speedville	March, 1889	
	ULSTER COUNTY — FIRST DISTRICT.			
6	Matthew H. Shurter	Kingston	March 16, 1889	
7	Edward C. Quimby	Connelly	March 16, 1889	
8	Christian F. Carwright	Phoenicia	March 16, 1889	
10	Jennie A. Van Hoesen	Saugerties	March 16, 1889	
12	Charles V. Bookhout	Windham	March 16, 1889	
	ULSTER COUNTY — SECOND DISTRICT.			
	Edward C. Quimby	Connelly	March 16, 1889	
	ULSTER COUNTY — THIRD DISTRICT.			
110	Besselaer Reynolds	Shandaken	March 6, 1889	
116	Cora M. Hill	Ellenville	March 12, 1889	
	Alice M. Frantz	Ellenville	March 30, 1889	
	WARREN COUNTY.			
243	Christina E. Crayton	Glens Falls	March 12, 1889	
	*WASHINGTON COUNTY — FIRST DISTRICT.			
	Sarah Payne	Fort Miller	March, 1889	
	Edith Foster	Greenwich	March, 1889	
	Mary Whitbeck	Greenwich	March, 1889	
	B. M. Donnellan	Centre Cambridge ..	March, 1889	
	WASHINGTON COUNTY — SECOND DISTRICT.			
251	J. H. Higley	Hartford	March 29, 1889	
253	Edith Culver	Whitehall	March 28, 1889	
259	Lizzie A. B. Roe	West Hebron	March 25, 1889	
249	Maggie Res	West Hebron	March 25, 1889	
	WAYNE COUNTY — FIRST DISTRICT.			
5	Kate Rodenbach	Lyons	April 10, 1889	
	Agnes Ford	Wolcott	March 16, 1889	

* Between January 1, 1894, and July 1, 1894.

FIRST-GRADE CERTIFICATES RENEWED—(Continued).

Number of certificate.	NAME OF CANDIDATE.	P. st-office address.	Date of certificate.	Length of renewal. Yrs.
	WAYNE COUNTY—SECOND DISTRICT.			
	None renewed .....			....
	WESTCHESTER COUNTY—FIRST DISTRICT.			
8	Eliza A. Caterson.....	Woodlawn, N. Y. C.	April 8, 1889	5
	WESTCHESTER COUNTY—SECOND DISTRICT.			
78	Sara A. Sullivan.....	Sing Sing	March 13, 1889	5
74	Margaret M. Tewey	Irrington	March 13, 1889	5
80	Lizzie A. Rankin	White Plains	March 13, 1889	5
76	Hattie E. Lavender.....	North Tarrytown...	March 13, 1889	5
75	Hattie I. Cummings.....	Sing Sing	March 13, 1889	5
75	Hattie E. Fowler	Sing Sing	March 13, 1889	5
77	Clara A. Gettel	Sing Sing	March 13, 1889	5
82	Lizzie Dalley	Sing Sing	March 13, 1889	5
79	Ella Maher	Hasting on-Hudson	March 13, 1889	....
	WESTCHESTER COUNTY—THIRD DISTRICT.			
2	Ella Mills	Verplanck.....	March 13, 1889	5
4	Lois A. Varney.....	Yorktown Heights.	March 12, 1889	5
8	E. Cornelia Rand	Peekskill	March 12, 1889	5
9	Esther A. Walte.....	Poundridge	March 12, 1889	4
	WYOMING COUNTY—FIRST DISTRICT.			
6	Mary Dudley	Warsaw	March 23, 1889	5
7	Nettie E. Service.....	Warsaw	March 22, 1889	5
8	Keziah Waldron.....	Wyoming	March 22, 1889	5
	Frances Connor.....	Attica	March 22, 1889	5
	WYOMING COUNTY—SECOND DISTRICT.			
2	Richard Delaney	Ardee	August 30, 1888	2
6	Minnie A. Evans	Rock Glen.....	March 18, 1889	2
	YATES COUNTY.			
2	Francis B. Bowerman.....	Barrington	August 15, 1888	5
5	Alice Griggs.....	Penn Yan	March 18, 1889	5

EXHIBIT NO. 13.

STATE CERTIFICATES.

1. QUESTIONS SUBMITTED AT EXAMINATIONS, 1894.
 2. TABULATED STATEMENT OF EXAMINATIONS, 1894.
 3. LIST OF SUCCESSFUL CANDIDATES, 1894.
 4. STATISTICAL TABLE, 1875 TO 1894.
 5. CIRCULAR, REGULATIONS AND PROGRAM FOR 1895.
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STATE CERTIFICATES.

I. QUESTIONS SUBMITTED AT THE EXAMINATION FOR STATE CERTIFICATES.

August 20-24, 1894.

Every correct answer will receive ten credits, and a proportionate number as the answer approximates correctness.

Grammar.

- (1) A man he was to all the country dear,
- (2) And passing rich with forty pounds a year;
- (3) Remote from towns he ran his godly race,
- (4) Nor e'er had changed, nor wished to change his place;
- (5) Unpracticed he to fawn, or seek for power,
- (6) By doctrines fashioned to the varying hour;
- (7) Far other aims his heart had learned to prize,
- (8) More skilled to raise the wretched than to rise.
- (9) His house was known to all the vagrant train,
- (10) He chid their wanderings, but relieved their pain;
- (11) The long-remembered beggar was his guest,
- (12) Whose beard descending swept his aged breast;
- (13) The ruined spendthrift, now no longer proud,
- (14) Claimed kindred there, and had his claims allowed.
- (15) The broken soldier, kindly bade to stay,
- (16) Sat by his fire, and talked the night away,
- (17) Wept o'er his wounds, or, tales of sorrow done,
- (18) Shouldered his crutch and showed how fields were won.

— *Oliver Goldsmith.*

The first five questions refer to the above selection.

NOTE. — 1. A combination of subject and predicate is called a clause. Clauses are principal or subordinate.

2. Subordinate clauses include (a) subject clauses; (b) objective clauses; (c) adjective clauses; (d) adverbial clauses.
3. In naming a clause, include only its unmodified subject and unmodified predicate.
4. A preposition with its object is called a phrase.
5. In naming a phrase give only the preposition and its unmodified object.
6. A modifier may be a word, phrase or clause. In given modifiers, if words, name the part of speech to which they belong. In like manner state the character of modifying phrases and clauses, as adjective, adverbial, etc.
7. An object of a transitive verb is classed as a modifier of that verb.
8. Only eight parts of speech are recognized — the articles *the* and *a* forming a subdivision of adjectives, and participles being one of the forms of verbs.
9. Infinitives are classed as modes of the verb.
10. In parsing a noun or pronoun, observe the following order: Class, person, number, gender, case. Give the reason for case. In parsing a relative pronoun, state the agreement with its antecedent.
11. In giving the syntax of a noun or pronoun, give only the case and the reason for it.

12. Treat verbs as divided into two classes only, viz.: transitive and intransitive: A transitive verb may be used in the active or the passive voice.
13. In parsing a verb, observe the following order: Principal parts, regular or irregular, transitive or intransitive, voice, mode, tense, person, number, agreement; give the special use of an infinitive or a participle, after tense.

Each of the following questions has ten credits assigned to it.

1. Select the principal clauses.
2. Select and classify according to notes 1 and 2 the subordinate clauses.
3. Give syntax of each infinitive.
4. Give the syntax of each participle.
5. Give syntax of *man* (line 1); (*he* (line 5); (*aims* (line 7); (*gust* (line 11).
6. Give the syntax of the italicised words in the following: "News much older than their (*a*) *ale* went round."
They elected him (*b*) *president*.
I know (*c*) *him* to be the (*d*) *man*.
The (*e*) *day* being spent, they returned.
7. Parse the italicised words in the following: (*a*) *There* are two persons present A man named (*b*) *Smith* was elected. (*c*) "*Such* (*d*) *as* I have, give I unto you."
8. Write a sentence containing (*a*) a clause in apposition with a noun; (*b*) a clause used as the predicate substantive (attribute).
9. Illustrate the use of the following words as adverbs: *all*, *but*, *enough*, *till*, *full*.
10. Write a sentence or sentences containing three participles used like nouns, each having different syntax.

Civil Government and School Law.

1. What is the difference between a State and the Government of a State?
2. What fundamental difference of views as to the purposes of Government will always assure the division of the people in this country into at least two great parties?
3. Distinguish between the appropriation of school money and its apportionment, in this State.
4. Why, in the United States Senate may the vote of a State be now sometimes divided, when, under the Articles of Confederation, that could never happen?
5. What provision of the Constitution assured its ratification by Georgia and South Carolina?
6. How is the power of the Governor to veto particular items in a bill appropriating public money an important safeguard against corruption?
7. (*a*) What are tonnage duties? (*b*) What is an embargo? (*c*) By what authority is each laid? (*d*) What is the purpose of each?
8. (*a*) What is meant by the "enacting clause" of a bill? (*b*) What is meant by a "blanket ballot?"
9. (*a*) How many school commissioners are there in the State? (*b*) For how long a term is each elected? (*c*) How much salary does each receive from the State? (*d*) State two duties of the office, one executive, the other administrative.
10. (*a*) What is the minimum length of time for which a school can be taught to entitle it to the teachers' quota? (*b*) Name the requirements for admission to teachers' training classes.

Arithmetic.

1. The population of a certain village according to the census of 1890 was 5,810, an increase of 18% over the census of 1880, and the census of 1880 showed a gain of 25% over the population shown by the census of 1870. Required the population according to the census of 1870.
2. Find the proceeds of a note for \$3,000, due March 20, 1894, discounted by a Syracuse bank, February 18, 1894, at 6% per annum, by the exact interest method.
3. A and B, working together, can do a piece of work in $7\frac{1}{4}$ days, and A can do the work alone in $13\frac{1}{4}$ days. How many days will it take B to do the same work?
4. If the price of bread is proportionate to the price of wheat, and a ten-cent loaf weighs 14 ounces when wheat is worth 80 cents a bushel, what is the weight of a ten-cent loaf when wheat is worth \$1.12?
5. (*a*) If bonds bought at 15% discount pay $8\frac{4}{11}\%$ annually on the investment, what rate of interest do they bear? (*b*) What sum must be invested in them to secure an annual income of \$500?

6. Find (a) a fraction that is a multiple of $\frac{1}{7}$; (b) a fraction that is an exact divisor of $\frac{1}{7}$.
Resolve (c) $\frac{9}{17}$ into one fractional and two integral factors; (d) 76 bu. 3 pk. 1 qt. into three integral factors.
7. Find the date midway between Independence Day and Christmas.
8. How many square feet of clapboards 16 feet long and 5 inches wide will be required to cover one side of a house 27 feet long and 21 feet high, allowing the clapboards to lap one-half an inch, and the waste in cutting to equal the openings for doors and windows.
9. The longitude of Pensacola, Fla., is $87^{\circ} 15'$ west. Find the difference between standard time and local (meridian) time in that city.
10. Define (a) reduction; (b) exact divisor; (c) scale; (d) cancellation; (e) ratio.

American History.

1. (a) About how long was it after the English first made discoveries in America before they made a permanent settlement? (b) Give some of the reasons why the people of Europe, and especially the English, did not make settlements immediately after their discoveries.
2. Of the thirteen original colonies, name in the order of settlement the first three and the last.
3. (a) What was the object of the patriots in fortifying Bunker or Breed's hill? (b) By the fortification of what place did they finally accomplish that purpose? (c) What change in the command of the army took place before the latter event?
4. (a) For what purpose was the Philadelphia convention of 1787 called? (b) In what way did the convention exceed the purpose of its call? (c) How was the work of this convention confirmed?
5. (a) What is meant by the doctrine of nullification? (b) What was the immediate cause of the Nullification Act of South Carolina in 1832? (c) How was the State induced to repeal the act?
6. Calling the party of Jefferson the Democratic party (a) name in order the three parties that have been opposed to the Democratic party from Washington's administration to the present time. (b) Name the last President elected by each of these parties.
7. Give an account of the naval fight between the Kearsarge and the Alabama, mentioning at least (a) the important facts concerning the building and equipment of the Alabama; (b) the location of the battle; (c) the result of the contest.
8. Dividing the present century into quarters, locate the time of the following events in the first, second, third or fourth quarter of the century.
 - (a) The practical use of electric lights;
 - (b) The construction of the Erie canal;
 - (c) The building of the first railroad;
 - (d) The laying of the first Atlantic cable;
 - (e) The invention of the sewing machine;
 - (f) The first use of iron-clad war ships;
 - (g) The invention of the steamboat.

(Select for answer any five of the seven mentioned events.)

9. (a) What was the origin of the hostility between the Iroquois Indians and the French? (b) What effect did this enmity have upon the settlement of the State of New York? (c) What class of persons won many of the Iroquois to the support of the French cause?
10. In connection with the school history of this State, tell (a) the origin of the common school fund; (b) the name of the first State superintendent of schools; (c) the approximate time since normal schools have been established; (d) the approximate time since the establishment of the system of uniform examinations for commissioners' certificates.

Composition and Rhetoric.

1. When is a language said to be flexible? What two things render the English language particularly flexible?
2. What is the visible sign of a paragraph? What rhetorical qualities are to be sought in its construction?
3. Mention and give examples of (a) two figures of rhetoric that depend upon devices in the arrangement of the parts of a sentence; (b) two that depend upon the use of a word or expression in a different sense from that commonly accepted; (c) a figure of syntax.

4. (a) Illustrate the difference between grammatical arrangement and rhetorical arrangement, by the use of sentences expressing the same thought. (b) Illustrate the use of the double and the single quotation marks.
5. Define and illustrate (a) precision; (b) unity; (c) energy; (d) harmony.
6. Write a letter to some firm, ordering a pedagogical work, and noting that there is inclosed a draft in payment.
7. Write a scheme, or outline, for a composition upon one of the following subjects: A Summer Morning. The Life of a Teacher. The Age of Applied Electricity. Arrange for an introduction, a discussion, and a conclusion.

Selection:

- (1) May every soul that touches mine,
 - (2) Be it the slightest contact, get therefrom some good.
 - (3) Some little grace, one kindly thought,
 - (4) One aspiration yet unfelt, one bit of courage
 - (5) For the darkening sky, one gleam of faith
 - (6) To brave the thickening ills of life,
 - (7) One glimpse of brightening skies beyond the gathering mists,
 - (8) To make this world worth while, and heaven a surer heritage.
- 8-9. Recast the foregoing selection, using arrangement and diction suitable to prose composition.
10. Justify the use of the commas in lines 1, 2, 7, and 8.

Geology.

1. (a) Define glaciers. (b) State the conditions necessary to their formation. (c) How do they act as geological agents? (d) Locate a region where glaciers exist?
2. Where, in the history of the earth, is the Eozoic time? (a) Into what periods is this era divided? (b) What are the characteristic rocks of this era?
3. What are sand dunes? Explain their formation. Name some locality where they are found.
4. (a) Distinguish between a vein and a dike. (b) Account for the formation of each.
5. The carboniferous period was in what age? Why was the age so named? Locate three great coal areas of this country.
6. Explain the formation of sedimentary rocks. How do they record geological history?
7. (a) Give the general characteristics of the Paleozoic era. (b) What are the periods of the Upper Silurian age? (c) Name the characteristic rocks of these periods.
8. Arrange the following in the order of their appearance on the earth, and name a geologic age during which each was abundant: (a) fishes; (b) birds; (c) mammals; (d) reptiles.
9. In what geological time are the Jurassic and Triassic periods included? Describe the animal life of these periods.
10. What are metamorphic rocks? Name three examples, and state where each is found.

Chemistry.

1. Give an example of (a) physical change; (b) a chemical change; (c) a mixture; (d) a chemical compound.
2. Give a method of preparing hydrogen without the use of an acid.
3. Account for the phenomena that attend the dropping of a piece of potassium on water.
4. (a) Of what is H_3N the symbol? (b) How is it prepared?
5. What element is a component of (a) every animal or vegetable substance; (b) of every acid? (c) What element does not combine with oxygen?
6. (a) To what property of chlorine is due its power in bleaching and disinfecting? (b) To what property of carbon is due its greatest value?
7. What is (a) a monad? (b) a dyad? Give an example of each.
8. Iron usually occurs in nature in combination with oxygen. (a) How is it freed from oxygen? (b) What element must be removed from cast iron to convert it into wrought iron?
9. Give chemical symbols of any five of the following: (a) ordinary alcohol; (b) common arsenic; (c) marble; (d) white vitriol; (e) calomel; (f) graphite; (g) saltpetre; (h) lunar caustic; (i) common iron rust; (j) nitric acid.
10. (a) What is dynamite? (b) What element enters into the composition of all explosives? What property of this element especially adapts itself to such purpose.

Algebra.

1. (a) From $6a - 2b - (3a + b)$ take $2a - 4b - (4a - b)$.
 (b) Divide $x^3 + 1 - y^3 + 1$ by $x + y$, correct to four terms.
2. Factor,
 (a) $x^5 - 7x^3 + 12$ (c) $a^3 - 1$
 (b) $x^2y - abx - cxy + abc$. (d) $x^2 - x^2y - y^2 - z^2$
3. Perform the indicated operations in the expressions.
 (a) $\frac{3}{1-2x} - \frac{7}{1+2x} - \frac{3-10x}{4x^2-1}$.
 (b) $\left[\frac{a^2}{bc} - \frac{2a}{d} + \frac{ac}{be} + \frac{bc}{d^2} - \frac{c^2}{de} \right] + \left[\frac{a-c}{b-d} \right]$
4. (a) $\frac{x}{a} + \frac{y}{b} = 1$
 $\frac{x}{3a} + \frac{y}{5b} = 2$

Solve for the values of x and y , eliminating by substitution.

- (b) A person has a hours at his disposal. How far may he ride in a coach which goes b miles an hour, so as to return home in time, walking back at the rate of c miles an hour?
5. Perform the indicated operations:
 (a) $3\sqrt{\frac{3}{5}} + 7\sqrt{\frac{2}{5}}$ (c) $(a^2b\frac{1}{2}c\frac{2}{3})^{-\frac{1}{4}}$
 (b) $(c\sqrt{a} + d\sqrt{b})(c\sqrt{a} - d\sqrt{b})$ (d) $(\sqrt{-1})^3$.
6. (a) Write the first three terms of the expansion of $(a-b)^{100}$. (b) Describe the method of finding the third term. (c) Write the last two terms. (d) How many terms are there in the complete result?
7. Show that the equation $\frac{x}{x-1} = \frac{3}{2} + \frac{x-1}{x}$ is satisfied by giving x (a) the value 2; (b) the value -1. (c) What is the degree of this equation?
8. The difference between two numbers is 11, and their product is 276. What are the numbers?
9. Given $\begin{cases} x^2 - xy = 15 \\ 2x - y^2 = 16 \end{cases}$ to find the values of x and y .
10. Define, and give an illustration of (a) a homogeneous polynomial; (b) an identity or identical equation; (c) a surd.

General Literature.

Twelfth Night.

1. Give briefly the plot of the play, and where the scene is laid.
2. (a) Name three of the characters which give to the play much of its laughable nature.
 (b) Sketch briefly the part that some one of these plays in the comedy.
3. Give two familiar quotations from the play, and state which of the characters used the language and under what circumstances.
4. Give a brief biographical sketch of Dr. G. D. Smith.
5. (a) What personal characteristics of Dr. G. D. Smith make him beloved? (b) Illustrate this from "The Traveler."
6. (a) What people are visited by "The Traveler"? (b) State the conclusions reached by him.
7. (a) Near whose home is the scene of "The Deserted Village" supposed to have been located?
 (b) Why this supposition?
 (a) "I'll fare the land, hastening ill a prey,
 Where wealth accumulates, and men decay."
 (b) "A man he was to all the country dear,
 And passing rich with forty pounds a year;"
 (c) "To me more dear, congenial to my heart,
 One native charm, than all the gloss of art."
8. Explain the above allusions.
9. (a) Name the men whom Mr. Emerson, in "Representative Men," considers such.
10. Select one of the representative men and briefly sketch him as portrayed by Mr. Emerson.

Geography.

1. Mention three causes which produce the change of seasons, and state which of these determines the width of the zones.
2. (a) What one country about equals the United States in its output of iron and coal? (b) What country nearly equals the United States in its production of wheat? (c) What country ranks first in production of cotton; (d) coffee; (e) wine?
3. (a) What one country receives more of the exports of the United States than all the other countries of Europe together? (b) Name three of the principal cities of France connected with New York by steamship lines; (c) one of Scotland; (d) one of Denmark; (e) one of Holland?
4. (a) Mention a river of the United States famous for salmon fishing. (b) Where are the most extensive oyster beds in the world? (c) Where are the most valuable seal fisheries? (d) What State of the Union does the largest part of the whale fishing of the world?
5. Locate the following cities and mention an important fact about each: (a) Richmond; (b) Hong Kong; (c) Venice; (d) Quito; (e) Moscow.
6. Where is (a) The Yosemite Valley; (b) The Yellowstone Park; (c) The Cherokee Strip?
7. (a) Mention three cities of Europe which are in nearly the same latitude as Philadelphia. (b) How do they compare in climate with Philadelphia? (c) Give reason for your answer.
8. From what one country and through what rivers does water flow into each of the following seas: Black Sea, North Sea, Adriatic Sea, Mediterranean Sea?
9. (a) Where, in the United States, is irrigation necessarily extensively carried on; (b) State the physical features of the country which make irrigation necessary.
10. What waters would be traversed on a voyage from Toronto to Baltimore, touching at Boston, New York and Philadelphia?

Methods and School Economy.

1. Explain the essential difference between Pestalozzi's and Froebel's views of the earliest teaching of children.
2. What three distinct fields of knowledge are included in the science of pedagogy?
3. Name the advantages of requiring pupils to memorize exactly classic expressions of master thinkers.
4. Show the advantage of associating historical incidents with the geography lesson.
5. Mention two considerations that must be borne in mind in deciding the length of time to be given daily to each subject for study.
6. Deductive teaching is sometimes designated as analytic? On what grounds?
7. Discuss the value of instruction in drawing, with reference to (a) utility; (b) mental discipline.
8. Mention at least four proper incentives to study.
9. True patriotism must be based upon intelligence. Show how the study of American history promotes true patriotism.
10. Compare the classics and natural sciences with reference to (a) the value of the knowledge derived from their study; (b) the mental discipline.

Orthography.

Words to be pronounced by examiner.

Each of the following words has two credits assigned to it.

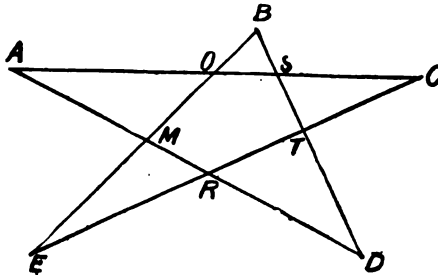
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|-----------------|------------------|
| 1. receipt. | 13. tongue. |
| 2. eligible. | 14. coercion. |
| 3. imputation. | 15. perfectly. |
| 4. sensibility. | 16. January. |
| 5. mendacious. | 17. preparatory. |
| 6. boasted. | 18. anatomy. |
| 7. blamable. | 19. graduate. |
| 8. oculist. | 20. manilla. |
| 9. explained. | 21. competitive. |
| 10. combatant. | 22. appealed. |
| 11. perforated. | 23. decision. |
| 12. analysis. | 24. related. |

35. period.
36. educator.
37. dimension.
38. Cattaraugus.
39. Delaware.
40. patient.
41. serenely.
42. perception.
43. auditory.
44. conferred.
45. valuable.
46. opportunity.
47. equipped.

38. notable.
39. auxiliary.
40. constitutional.
41. requisition.
42. dormitory.
43. equestrian.
44. length.
45. suburban.
46. Minneapolis.
47. pursuant.
48. verified.
49. distinct.
50. performance.

Geometry.

1. Prove: Of two oblique lines drawn from the same point in a perpendicular, cutting off unequal distances from the foot of the perpendicular, the more remote is the greater.
2. (a) State three special cases when right triangles are equal. (b) State two cases when triangles are similar.
3. Draw figures to illustrate, (a) two concentric circles; (b) the position of two circles when the line joining their centers is equal to the difference of their radii; (c) the locus of a point equidistant from the sides of an angle.
4. State and prove the proposition concerning the measure of an angle formed by a tangent and a secant meeting without a circle.
5. (a) Prove: If four quantities are in proportion, they will be in proportion by inversion. Illustrate what is meant by (b) a third proportional; (c) proportion by division.
6. Prove: Two regular polygons of the same number of sides are similar.
(NOTE.—In part "a" of question No. 7 the figure only is required. Construct the figure accurately, using instruments; indicate resultant lines clearly; leave all auxiliary lines on the paper.)
7. (a) Problem: To find a mean proportional between two given straight lines. (b) If the given lines are equal respectively to 2 and 18, what is the value of the resultant line?



8. Produce the sides of the pentagon MOSTR till they meet. What is the value of the sum of the angles A, B, C, D and E? Demonstrate.
9. Solve the following problems; indicate the steps in the solution: (a) What is the complement of an angle of 17° ? (b) How many sides has the equilateral polygon, three of whose interior angles are equal to five right angles? (c) What is the area of a circle in which a square is inscribed with a side equal to two feet?
10. Define (a) a plane surface, (b) a demonstration, (c) a trapezoid, (d) \square .

Physics.

1. Where on the earth's surface does a body weigh the most? (b) If the earth were of uniform density, and exactly 8,000 miles in diameter, what would be the weight of a body weighing 100 pounds, if carried 1,000 miles below the surface? (c) What would be its weight if carried 1,000 miles above the earth, the effect of gravity being alone considered?
2. (a) By what unit is work measured? (b) To what is it equal?
3. Name the mechanic powers, and give the law of equilibrium of each.

4. (a) Describe an experiment showing that the application of cold water may produce boiling. (b) What principle is illustrated?
5. Upon what does the pitch of a vibrating string depend? What is the law of intensity of sounds at different distances from their source?
6. Define (a) potential energy; (b) kinetic energy. Give an example of each.
7. Define (a) atom; (b) molecule; (c) impenetrability; (d) inertia; (e) cohesion.
8. What is the relative striking force of two bodies, one weighing 500 pounds, and falling during three seconds, and another weighing 400 pounds, and falling during five seconds, no allowance being made for the resistance of air, or for any other disturbing force?
9. What is the physical defect in case of (a) farsightedness; (b) nearsightedness? (c) State where the rays of light that enter the eye are focused, and the kind of lenses needed for the correction of these defects.
10. (a) How may a current of electricity be developed by mechanical means? (b) How may mechanical power be produced by means of electricity?

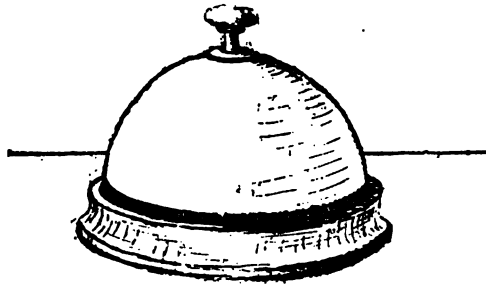
Drawing.

1. (a) Name the six positive colors of the spectrum. (b) Name six of the standard hues. (c) What modification of yellow will produce a tint of that color? (d) What modification of green will produce a shade of that color? (e) (1) Define dominant harmony. (2) Define analogous harmony.
2. (a) Draw to represent a group of three toad stools. (b) Name the type of solid upon which the drawing is based.
3. What is designing?
4. Copy sketch given and conventionalize (a) full front within a hexagon; (b) side view within an equilateral triangle; (c) end within the outlines of a convex lens.

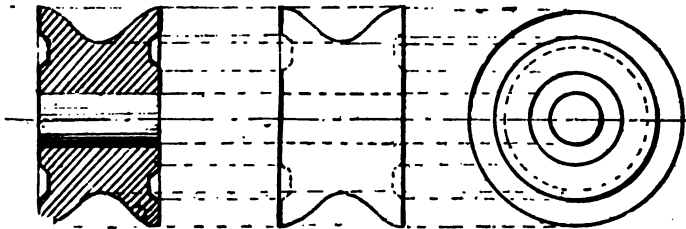


5. (a) Inscribe a regular pentagon within a circle, the diameter of which shall be $1\frac{1}{4}$. (b) Within the pentagon inscribe five equal circles, each tangent to two others and to two sides of the pentagon.

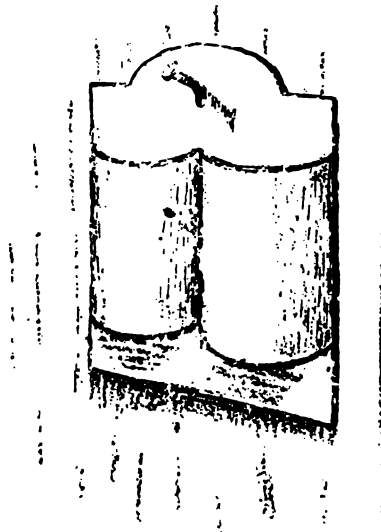
6. Make a working drawing—plan, elevation and cross section of object represented in sketch



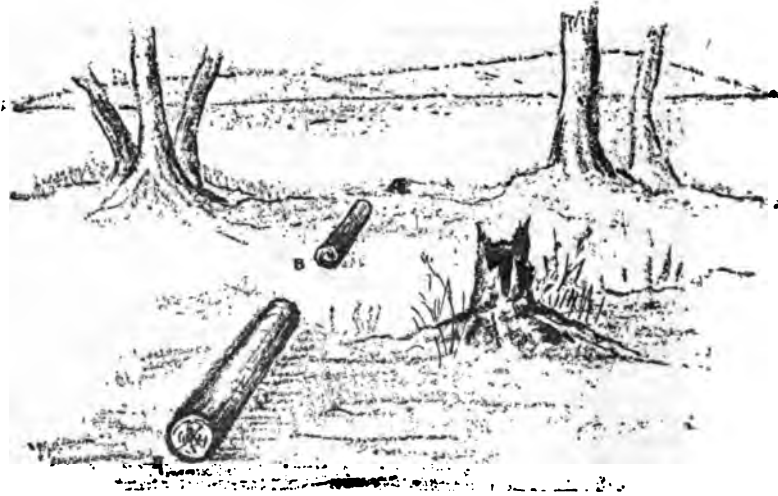
7. From drawing given (dimensions omitted) place in perspective the object indicated



8. Draw the pattern of object given in sketch Diameter of pocket 1". Altitude $1\frac{1}{4}$ ". Board $2\frac{1}{4}" \times 2"$.



9. (a) Logs A and B are of the same size. Copy sketch given. (b) Draw lines to show the correctness of diameter of B and name lines drawn. (c) Prove that B is the same length as A by drawing necessary lines.



10. In freehand drawing what method of procedure will insure correctness in representing objects where invisible edges must be considered.

Botany.

1. Mention the essential processes on which the life and growth of a plant depend.
2. Define the following terms: *caulis*, *culm*, *umbel*, *spadix*, *epicarp*.
3. What are (a) endogens, (b) exogens? (c) Give examples of each. (d) How do they differ in respect to the venation of their leaves?
4. What are (a) staminate flowers; (b) pistillate flowers; (c) apetalous flowers; (d) polygamous flowers?
5. Distinguish between close fertilization, hybridization, and cross fertilization.
6. When leaves and wood are burned, the leaves produce a higher percentage of ashes than the wood. Explain this fact, and state what are the earthy constituents of the ashes produced.
7. (a) In the strictest botanical sense, what is fruit? (b) What part of the flower develops into the edible part of an apple; (c) a strawberry?
8. Name and define five of the most common leaf forms.
9. To what orders do the following belong: (a) oaks, chestnuts, beeches; (b) spruces, larches, cedars, and cypresses; (c) brambles, strawberries, apples, plums, cherries, and pears?
10. (a) Discuss briefly the importance of pruning fruit-bearing trees; (b) and state at what season the apple tree and the grape vine should be pruned.

Physiology and Hygiene.

1. When surgeons are cutting away dead portions of bone, why are they careful to remove as little as possible of both the periosteum and the endosteum?
2. (a) Give the number of dorsal vertebrae; (b) the number of pairs of ribs; and (c) state with what bone in front of the thorax the true ribs are joined.
3. (a) Mention two points of similarity between the vessels through which lymph circulates and those through which the blood circulates. (b) Contrast in two points the circulation of the lymph with the circulation of the blood. (c) Where are the fluids of these two systems mingled?
4. (a) Trace the blood through the pulmonary or lesser circulation, and through the systemic or greater circulation. (b) State the color of the blood in the different blood vessels of each system.
5. What defect or imperfection of the eye produces (a) myopia, or near sight; (b) hypermetropia, or far sight; (c) presbyopia, or old sight; (d) astigmatism?

6. (a) What are glands? (b) Mention four glands or classes of glands not connected with the alimentary canal, and state the use of the fluid each secretes.
7. (a) Of what does the cerebro-spinal system of nerves consist? (b) Over what class of muscles does this system principally preside?
8. Give briefly the argument used to show that alcoholic stimulants tend (a) to lower the temperature of the body, and (b) to diminish the power to endure excessive labor.
9. Name four nerves of special sense and state the function of each.
10. State the essential differences between the dermis and the epidermis as to (a) structure; (b) functions.

Bookkeeping.

MEMORANDA.—May 8, 1894, George Bliss of Utica, N. Y., started with a cash capital of \$6,500 as a wholesale dealer in flour and feed, and transacted business as follows: May 8 bought of S. M. Wilbur & Co. 700 barrels of flour at \$3.90, paying \$1,500 on account and giving his note at interest for ninety days for the balance. Bought of Myers and Weed 15 tons of feed at \$19.50, paying cash \$200, the balance being charged to account. May 9, bought of F. O. Graham for cash 1,000 bushels of oats at 29 cents, and 600 bushels of corn at 48 cents. Sold Elmer Gordon on account 200 bushels of oats at 33 cents and 2 tons of feed at \$25. Sold Frederick R. Gates 75 barrels of flour at \$4.35, 100 bushels of corn at 55 cents, and one ton of feed at \$25, receiving in payment Mr. Gates's note for sixty days. Paid for cartage \$42.25 and for cooperage \$3.10. June 7, sold F. V. Holt 80 barrels of flour at \$4.50, receiving in payment his check on the First National Bank of Oneida. Discounted Mr. Gates's note of May 9th at bank. Aug. 6, paid the note given to S. M. Wilbur & Co. on May 8th.

Numbers 1 to 6 inclusive refer to the preceding memoranda.

- 1-4. Journalize the several transactions and investments, using proper abbreviations and conventions—books of George Bliss.
5. Post the journal entries.
6. Write the note mentioned in the transaction of May 8th and the check mentioned in transaction of June 7th.
7. What is the province or use of (a) the day book; (b) the journal; and (c) the ledger?
8. Classify under the head of debts or credits each of the following: Cash paid, notes of others received, our own notes redeemed, capital invested, debts owing to us, gains, discounts paid by us, rents paid by us.
9. Classify as accounts of finance (real accounts) or accounts of business (representative accounts) each of the following: Expense, cash, Abram Sutphen, merchandise, Franklin Square Bank, discount, real estate, interest, bills payable, bills receivable.
10. In the process of closing the ledger, (a) which is the last account to be closed; (b) the last entry in that account is taken from what other account; (c) what does this entry represent?

General History.

1. (a) Who was the first king of Israel? (b) To what nation did Judea belong at the time of Christ? (c) To what nation has Palestine belonged during the nineteenth century?
2. (a) Name two Grecian states that held the leadership in Greece previous to the supremacy of Macedonia. (b) Locate Macedonia. (c) Give the name of the celebrated son of Philip of Macedon.
3. (a) Between what nations were the Punic wars waged? (b) Who was the most illustrious general of the defeated nation? (c) By what event were these wars brought to a close?
4. (a) From what part of Europe did the Angle and Saxon invaders of England come? (b) From what part of Europe did William the Conqueror and his army of invaders come? (c) Did the later invaders drive the Anglo-Saxon tribes from England? Give a reason for the answer drawn from the composition of the English language.
5. (a) What was the principal reason for the commercial supremacy of the world leaving Venice and the Mediterranean ports in general? (b) Mention two cities of Europe which have been at different times, since the supremacy of Venice, the centers of commerce?
6. (a) Give an account of William of Orange which shall mention, at least, (a) the country to which he belonged; (b) the war in which his military services were performed; (c) the manner of his death; (d) his prominent characteristics.
7. State, in brief, (a) the causes of the French Revolution. (b) How did Rousseau and Voltaire help to bring about that revolution? (c) What successful revolt in another country, a few years previous, gave encouragement to the French revolutionists?
8. (a) Who was the first of the modern emperors of Germany? (b) What war led to the union of the German states under this ruler?

9. For what class of literature (*i. e.*, poetry, fiction, history, etc.), are the following persons famous, and in what language did each write: (a) Plato; (b) Sallust; (c) Dante; (d) Macaulay; (e) Humboldt.
10. Name the century in which the following events occurred: (a) The capture of Constantinople by the Turks. (b) The death of Julius Cæsar. (c) The introduction of the art of printing into Europe. (d) The battle of Waterloo. (e) The period of the commonwealth in England.

Zoölogy.

1. Name three kinds of coral, and mention a place where each kind can be found.
2. Define the terms herbivorous, amphibious and viviparous, as applied to vertebrates, and name two vertebrates of each kind.
3. (a) What are the chief characteristics of the rodentia? Mention (b) two rodents with clavicles, and (c) two without clavicles.
4. (a) What kinds of teeth has the horse? (b) State the use of each kind.
5. Mention the general characteristics of the Reptilia.
6. Name (a) two orders of Reptilia common in this region; (b) one order that is not. (c) Give the meaning of the name of each order.
7. Give (a) the class, (b) the order, and (c) the family of the common bull frog.
8. To what branch, class and order, does the oyster belong?
9. Define (a) ruminantia. (b) Describe the process of digestion in this order. (c) To what class and family do they belong?
10. (a) What are the general characteristics of marsupials? (b) Name the only one found native in the United States.

Astronomy.

1. (a) What is meant by the plane of the ecliptic? (b) Why is it so called? (c) In what part of its orbit must the moon be to undergo an eclipse? (d) In what part must it be to present the phase, new moon.
2. (a) Give Newton's law of gravitation, and (b) two of Kepler's laws of planetary motion.
3. Define (a) aberration; (b) azimuth; (c) aphelion; (d) perigee; (e) occultation.
4. Mention distinguishing differences between the planets and the stars as to (a) light; (b) disc; (c) movements.
5. (a) By what means is Polaris commonly located among the stars? (b) In what constellation is it? (c) What would be its altitude to an observer at the Tropic of Cancer?
6. (a) State the effects of tides upon the earth's rotation. (b) What is the cause of neap tides?
7. Discuss briefly the planet Mercury as to (a) its location among the planets; (b) the reason why it is seldom seen; (c) its relative size as compared with other planets.
8. Compare the weight of an object on the earth with the weight of the same object on one of the minor planets. Give reason for answer.
9. What is the principal use of (a) the sextant? (b) of the transit instrument? (c) Mention two kinds of astronomical telescopes.
10. (a) What one of the planets was last discovered? (b) What knowledge had the astronomers upon which to base their mathematical calculations in making the discovery?

Latin.

- (1) Is, Marco Messala et Marco Pisone consulibus, regni cupiditate inductus conjurationem nobilitatis fecit et civitati persuasit, ut de finibus suis cum omnibus copiis exirent; per facile esse, quum virtutes omnibus praestarent, totius Galliae imperio potiri.
- (2) Caesar Remos cohortatus liberaliterque oratione prosecutus, omnem senatum ad se convenire principumque liberos obsides ad se adduci jussit. Quae omnia ab his diligenter ad id facta sunt.
- (3) Huc magno cursu contenderunt, ut quam minimum spatii ad se colligendos arma, et doctores Romanis daretur, exanimatique pervenerunt. Sabinus suos hortatus cupientibus signum dat
- 1-3. Translate the above selections
4. Give principal parts of (a) *persuasit* (line 2); (b) *exirent* (line 3); (c) *prosecutus* (line 5); (d) *jussit* (line 6); (e) *colligendos* (line 8).
5. Give rule for the case of (a) *civitati* (line 2); (b) *omnibus* (line 3); (c) *imperio* (line 4).
6. Give syntax of *Messala* (line 1); (b) *senatum* (line 5); (c) *obsides* (line 6); (d) *se* (line 6).

7. Parse *armandos* (line 9).
8. Write the following sentence in Latin, in two different ways, (a) by the use of a gerund (b) by the use of a gerundive: I intend to write a letter.
9. Reconstruct the sentence commencing with *Quae* (line 6), changing the verb to the active voice.
10. Write in Latin, This speech having been delivered, the dispositions of all were changed in a wonderful manner, and the greatest zeal and desire for fighting sprang up.

French.

Translate:

LE FILS DE MÉTELLUS.

- 1-3. Après la bataille d'Actium, Auguste, vainqueur, fit la revue des prisonniers. Métellus, un de ses plus cruels ennemis, étoit du nombre. Quelque la misère et le chagrin l'ceussent horriblement défiguré, son fils, qui servoit dans l'armée victorieuse, le reconnut, et courut se jeter dans ses bras. Se tournant ensuite, les larmes aux yeux, vers Auguste, "Seigneur," lui dit-il, "mon père a été votre ennemi, et comme tel il mérite la mort; mais je vous ai servi fidèlement, et je mérite une récompense; pour le prix de mes services, accordez la vie à mon père et faites-moi mourir à sa place." Auguste, touché, de la pitié de jeune Métellus, pardonna à son père.

Translate:

LE CHANT DES MATELOTS.

2-5. Chantons et buvons à plein verre,
On n'a qu'un jour pour le plaisir;
Si le vent tourne, adieu la terre!
Demain nous pourrons repartir.
Le ciel est pur, la brise est bonne,
C'est pour nous que le soleil luit;
Sur le bord notre chant résonne,
Espoir! espoir! Dieu nous conduit.
Quand les flots à chaque secousse
Du navire ébranlent les flancs,
Là-haut, la voix du petit mousse
Chante encore dans les haubans,
Malgré les flots, malgré l'orage,
Malgré les vents, malgré la nuit,
Espoir! espoir! brave équipage,
C'est toujours Dieu qui nous conduit.

[Émile Souvestre.]

Translate:

6. (a) Your presence is necessary here.
(b) Are you displeased with me for that?
(c) No, I am pleased with you for it.

Le Fils De Métellus.

7. Construe the following: (a) vainqueur; (b) misère; (c) bras; (d) seigneur; (e) fidèlement.
8. Give the principal parts of (a) fit; (b) reconnut; (c) jeter; (d) tournant; (e) accordez.

Le Chant Des Matelots.

9. (a) Decline "notre chant;" (b) give the gender of each of the following: (1) ciel; (2) brise; (3) diem; (4) mousse; (5) équipage.
10. Select from the exercise (a) an adjective used to complete the predicate; (b) a verb in the imperative mood, and give its principal parts; (c) three prepositions, stating the noun governed and the case of such noun.

German.

1-3. TRANSLATE:

Faust.

In einem hochgewölbten, engen, gothischen Zimmer, ist er unruhig auf seinem Stuhl am Kiste.

Er ist.

1. Habe nun, ach! Philosophie,
2. Juristerei und Medicin,
3. Und leider auch Theologie
4. Durchaus studirt, mit heißem Bemühn.

5. Da steh' ich nun, ich armer Thor !
6. Und bin so klug, als wie zuvor;
7. Heiße Magister, heiße Doktor gar
8. Und ziehe schon an die zehen Jahr,
9. Herauf, herab und quer und krumm.
10. Meine Schüler an der Nase herum —
11. Und sehe, daß wir nichts wissen können !
12. Das will mir schier das Herz verbrennen.
13. Zwar bin ich geschiedter als alle die Laffen,
14. Doktoren, Magister, Schreiber und Pfaffen ;
15. Mich plagen keine Scrupel noch Zweifel,
16. Fürchte mich weder vor Hölle noch Teufel —
17. Dafür ist mir auch alle Freud' entrissen ;
18. Wilde mir nicht ein, was Rechts zu wissen,
19. Wilde mir nicht ein, ich könnte was lehren,
20. Die Menschen zu bessern und zu belehren.
21. Auch hab' ich weder Gut noch Geld,
22. Noch Ehr' und Herrlichkeit der Welt :
23. Es möchte kein Hund so länger leben !
24. Drum hab' ich mich der Magie ergeben,
25. Ob mir durch Geistes Kraft und Mund
26. Nicht manch Geheimniß würde kund,
27. Daß ich nicht mehr, mit saurem Schweiß,
28. Zu sagen brauche, was ich nicht weiß ;
29. Daß ich erkenne, was die Welt
30. Im Innersten zusammenhält,
31. Schau' alle Wirkenskraft und Samen
32. Und thu' nicht mehr in Worten tramen.

Note.—Juristerei, jurisprudence. Laffen, fops. Belehren, to convert. Ergeben, to give one's self up to.

4-5. TRANSLATE.

Das Geschenk der Feen.

1. Zu der Wiege eines jungen Prinzen, der in der Folge einer der größten
2. Regenten seines Landes ward, traten zwei wohlthätige Feen.
3. „Ich schenke diesem meinem Lieblinge“, sagte die eine, „den scharfsichti-
4. gen Blick des Adlers, dem in seinem weiten Reiche auch die kleinste Mücke
5. nicht entgeht.“
6. „Das Geschenk ist schön,“ unterbrach sie die zweite Fee. „Der Prinz
7. wird ein einsichtsvoller Monarch werden. Aber der Adler besitzt nicht
8. allein Scharfsichtigkeit, die kleinsten Mücken zu bemerken; er besitzt auch
9. eine edle Verachtung, ihnen nicht nachzujagen. Und diese nehme der Prinz
10. von mir zum Geschenk!“
11. „Ich danke dir, Schwester, für diese weise Einschränkung,“ versetzte die
12. erste Fee. „Es ist wahr; viele würden weit größere Könige gewesen sein,
13. wenn sie sich weniger mit ihrem durchdringenden Verstande bis zu den
14. kleinsten Angelegenheiten hätten erniedrigen wollen.“

G. E. Lessing.

Note.—Die Wiege,—cradle; Feen,—fairies; die Verachtung,—scorn; die Einschränkung,—restriction.

6. Who is the author of the first selection? (b) State about when he lived. (c) Name two of his works other than the one from which the first selection is taken. (d) Name one of Lessing's works.
7. Give the principal parts of the following verbs: (a) studirt, line 4; (b) steh', line 5; (c) bin, line 6; (d) entrissen, line 17; (e) belehren, line 20.
8. Give the genders and case of the following: (a) Medizin, line 2; (b) Bemühn, line 4; (c) Nase, line 10; (d) Zweifel, line 15; (e) Kraft, line 25; (f) Geheimniß, line 26; (g) Wirkenskraft, line 31; (h) Regenten, line 2, second selection; (i) Verachtung, line 9; (j) Schwester, line 11.
9. (a) From the above select one adjective in the positive, two in the comparative, two in the superlative degree, and give the full comparison of each.
(b) Decline „ein einsichtsvoller Monarch.“
10. Name all the prepositions in the second selection together with the noun each governs and the case of each noun.

2. TABULATED STATEMENT OF STATE EXAMINATIONS, 1894.

Place.	NAME OF EXAMINERS.	Number of candidates who appeared at examination for first time.	Number of candidates who had previously appeared.	Total number examined.	Number to whom certificates were granted, 1894.
Albany	John J. Gannon	14	9	23	8
Buffalo	Dr. James M. Cassedy	9	6	15	2
Elmira	Prof. Welland Hendrick	13	13	25	5
Newburgh	T. E. Finegan	6	8	14	
New York	Dr. H. B. Sanford	2	18	20	6
Ordnensburg	Prof. Elihu Hurtiss	5		5	
Oneonta	Miss Grace B. Latimer	4	7	11	
Plattsburgh	Prof. A. C. McLachlan	2		2	4
Rochester	John Van Schaick, Jr.	8		12	1
Syracuse	Prof. I. H. Stout	11	14	25	4
Utica	Prof. John L. Sweeney	8	8	16	4
Watertown	Supt. Wm. J. Williams	5	6	11	2
* Total		106	92	198	31

3. LIST OF SUCCESSFUL COMPETITORS FOR STATE CERTIFICATES, 1894.

Following is a list of persons to whom State certificates were issued during 1894.

NAME.	Post-office address.	County.
*Mary E. Williams	Watertown	Jefferson.
†Jasper Robertson	Plattsburgh	Clinton.
*George W. Kennedy	Bolton Landing	Warren.
Josephine M. Bassett	Richfield Springs	Otsego.
Bridget Berrigan	Onondaga Valley	Onondaga.
Clara Brown	Sullivan	Madison.
Mabel E. Burnside	Cooperstown	Otsego.
Fannie E. Chapman	Fayetteville	Onondaga.
Hattie T. Edgerton	Oswego Falls	Oswego.
Albert W. Emerson	Badwinsville	Onondaga.
Frances S. Easton	Owego	Tioga.
Orin Q. Flint	Athens	Greene.
Mamie Fay	Flushing	Queens.
Julia A. Green	Long Island City	Queens.
Carrie King	Binghamton	Broome.
Wellington D. Ives	Otsego	Otsego.
Laura F. Mayhew	Marcy	Onondaga.
Robert A. McDonald	Irrington-on-Hudson	Westchester.
Elma L. Williamson	Slingsling	Westchester.
George O. Tappen	Sheephead Bay	Kings.
Hannah E. Scott	Owego	Tioga.
Hattie C. Mink	Rochester	Monroe.
Anna L. Stiles	Sandy Hill	Washington.
Catherine M. Buchanan	Horseheads	Chemung.
Ida G. Loper	Marilla	Erie.
Antoinette Abrams	Cooperstown	Otsego.
Minnie L. Babcock	Belleville	Jefferson.
Mary A. Riley	Owego	Tioga.
Mary E. Carpenter	Schuylerville	Saratoga.
Jean C. Huston	Corona	Queens.
J. Harry Forrester	Albany	Albany.
Erastus R. Pearce	Miford	Otsego.

* Twenty-five candidates who entered the examinations for the first time failed to attain the required standing to entitle them to a partial certificate. Twenty-seven candidates having had three trials failed to attain the required standing to entitle them to a State certificate.

† Obtained their certificates upon one trial.

4. STATISTICAL TABLE.—STATE CERTIFICATES.

The following table shows the number of persons examined, and the number who have passed the examinations since the law was enacted, June 9, 1875, whereby State certificates are granted only upon examination, instead of upon recommendation, as formerly:

YEARS,	Number examined.	Number passed.
1875	9	4
1876	47	21
1877	*25	11
1878	27	14
1879	46	30
1880	47	30
1881	34	12
1882	30	7
1883	63	19
1884	71	22
1885	111	31
1886	126	34
1887	180	40
1888	276	64
1889	300	71
1890	250	37
1891	223	36
1892	182	29
1893	167	25
1894	199	32
Total.....	2,513	539

5. CIRCULAR, REGULATIONS AND PROGRAM.

Examinations for State Certificates, 1895.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, September 1, 1894.

Under the authority of chapter 556 of the Laws of 1894, which provides that State certificates may be granted by the State Superintendent of Public Instruction "only upon examination," and which authorizes the State Superintendent to "appoint times and places for holding such examinations at least once in each year," I have directed that examinations of applicants for State certificates be held on Monday, Tuesday, Wednesday, Thursday and Friday, August 26, 27, 28, 29 and 30, 1895, at the following places:

Albany, at High School building.
Buffalo, at Normal School building.
Elmira, at the Academy Chapel.
Newburgh, at the Newburgh Academy.
New York,—
Ogdensburg, at the Academy.

Oneonta, at Normal School building.
Plattsburgh, at Normal School building.
Rochester, at High School building.
Syracuse, at High School building.
Utica, at High School building.
Watertown, at High School building.

At the conclusion of the examinations, all papers submitted will be forwarded to this Department. These papers will be carefully examined, and such of the candidates as shall have given satisfactory evidence of their learning, ability, experience, and good character, will receive certificates entitling them to teach for life in any of the public schools of the State.

In order to be admitted to the examinations, candidates must have had two years' successful experience in teaching, and must be present at the beginning of the examination.

* Estimated.

SUBJECTS FOR EXAMINATION.

Group 1.

Algebra, arithmetic, American history, geography, grammar and analysis, orthography, penmanship, physiology and hygiene.

Group 2.

Astronomy, bookkeeping, botany, chemistry, civil government and school law, composition and rhetoric, drawing, general history, general literature, geology, methods and school economy and philosophy of education, plane geometry, physics, zoölogy.

NOTE.—Latin through the first three books of Cæsar's Commentaries, or the ability to read at sight French or German, written in a plain style, will be accepted in place of zoölogy or astronomy.

A standing of at least 75 per cent. is required in each of the subjects of Group I, and an average standing of at least 75 per cent. in the subjects of Group II, but no paper showing a standing of less than 50 per cent. will be considered in this average.

All candidates who attain the required percentage in five or more of the designated subjects, exclusive of orthography and penmanship, but not in all, will be credited at this Department for those studies in which they shall have passed, and a partial certificate to that effect will be mailed to each candidate. On passing the required percentage in the remaining designated subjects at any subsequent examinations, held not later than the second year thereafter, they will be entitled to receive State certificates. This gives to candidates opportunity for three distinct yearly trials.

In the uniform examinations, school commissioners will recognize "partial certificates," issued not more than five years previously, in all subjects in which candidates have attained 75 per cent.

The examinations will be open to candidates residing in any part of the State and to such residents of other States as shall declare it to be their intention to teach in this State.

Attention is directed to the following extract from section 10 of article I of the Consolidated School Law of 1894, relating to the powers of the State Superintendent of Public Instruction, touching this subject: "He may grant under his hand and seal of office a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability to teach any common school in the State. Such certificate may be granted by him only upon examination. Every such certificate so granted shall be deemed and considered a legal license and authority to teach in any of the public schools of this State without further examination, * * * any provision of law in conflict with this provision to the contrary notwithstanding." There can be no evasion of this law, and no certificate will be granted in any case except in conformity with its provisions.

It is the intention of this Department to make these examinations a thorough test of merit. No "catch questions" will be introduced, but the examinations will be sufficiently rigid to prove the ability of the applicant, to the end that a State certificate when granted shall be the most signal honor that is bestowed upon the progressive teachers of the commonwealth.

Commissioners, city superintendents, academic principals and institute conductors are requested to give all possible publicity to this circular among teachers of their acquaintance who may desire to take this examination, and to invite the co-operation of the press in calling the attention of the public to the dates of the examinations, and to the plans and regulations adopted.

SPECIAL INFORMATION TO CANDIDATES.

Candidates should aim to acquire not merely certain facts, but the well-digested knowledge and analytic power that will fit them to guide, criticize and instruct their pupils successfully.

When explanations are required, they should be given with the same clearness, system and thoroughness that a competent teacher would use in instructing a class. All work should be of the best quality. The papers will be criticised as the work of teachers—not as that of mere pupils.

The scope of the examination will correspond to the subject-matter of the ordinary text books. The following special suggestions are given to emphasize certain points, and to indicate the work required.

Candidates should examine each question with great care and fully answer it, but should write no more than is necessary. Quantity will not be allowed as a substitute for quality.

In arithmetic, the candidate should be familiar with the analysis of problems and deduction of rules, particularly in the elementary operations, common and decimal fractions, percentage and its applications, ratio and proportion and mensuration, and should give strict attention to arithmetical theory as well as practice. The composition of problems to illustrate rules or principles may be required.

In algebra, pay special attention to the laws of signs and of exponents, the transformations of equations, factoring, the derivation of rules in the various operations, quadratic equations, radical quantities, proportion, square and cube roots, and the expansion of binomials, with or without numeral or literal, positive or negative coefficients and exponents, by the binomial theorem.

In geometry, note especially,—(a) general propositions; (b) the solution of arithmetical and algebraic problems involving geometrical principles, particularly in relation to the right-angled triangles, squares, rectangles, circles, areas of similar figures compared, and proportional lines; (c) actual and accurate constructions with dividers and ruler will be required.

In grammar and analysis the definition of terms, parts of speech and their modifications, inflections, rules of syntax, the analysis of sentences, including principal and subordinate clauses and the modifiers of the different parts composing the same, and constructive work illustrating any of the foregoing.

In drawing, attention should be given to the study as considered from an educational point of view, together with its application to the practical uses of life. In the mechanical department, accuracy and correct methods should be studied; while in freehand work from the object, relative proportion of parts should be carefully observed. Note well that geometric form is the basis of all industrial drawing. In design give special attention to the principles of decoration. A knowledge of the prismatic colors and their elementary combinations will be required. Sketching from familiar and convenient objects may form a portion of the examination in this subject.

In geography, include all important facts and discoveries up to the present time, giving special attention to the State of New York.

In history, note important events, their causes and results. In American history part of the questions will refer to the history of the State of New York.

In general history for 1895, the special field will be the period since the fall of the eastern empire.

The examination in general literature for 1895 will be limited to Shakespeare's "Tempest," Cervantes' "Don Quixote," and Cooper's "Last of the Mohicans," together with the literary and personal character of their respective authors.

In the natural sciences, bookkeeping, composition and rhetoric, the ordinary text-books will furnish all needed information.

In civil government special attention will be given to the Constitution of the United States and of the State of New York.

In school law give attention to the rules and regulations of the Department of Public Instruction.

Candidates are required to fill out a copy of the following statement before entering upon an examination:

STATEMENT OF CANDIDATE.

Candidates who have received partial certificates for previous examinations (within two years) will submit them with this statement to be transmitted to the State Superintendent. They will be returned with the new partial certificate, or with the State certificate, if issued.

Examination held at.....August 26 to 30, 1895.

Full name.....
 Residence.....
 P. O. address.....
 Age.....years.
 Successful experience in teaching.....years.

* Give three references as to experience, with names and post-office addresses.

Is this your first examination for a State certificate?.....

If not, when and where were you present at previous examinations?.....

* Give three references as to moral character, with names and post-office addresses.

If you are not a resident of the State of New York, do you intend to teach in this State?.....

I hereby certify that the foregoing statement is correct in every particular.

Signature of candidate.....

(Copies of the above statement will be supplied at the examinations.)

GENERAL REGULATIONS.

1. The printed questions will be sent to the examiners in sealed envelopes, and these will be first opened in the presence of the class at the time indicated in the accompanying program for the examination in each subject.

2. For evidence as to good character and successful experience, reference may be made to school commissioners, city superintendents, principals of academies and high schools.

3. All applicants entering the examination for the first time must be present Monday afternoon, August 26, and must register their names and give such other information as the examiners may require, before taking a question paper. Candidates who have passed in a part of the subjects at a previous examination, need be present on the half-days only on which examinations occur in those subjects which they intend to take at this examination; but they must be present at the beginning of such half-day session, and should bring with them all partial certificates obtained at previous examinations.

4. The examination in each subject is restricted to the half-day designated in the accompanying program.

5. Penmanship will be judged from the papers on geography.

6. In the solution of all problems, process should be indicated. The simple answer, without the process by which it was obtained, will not be accepted.

Candidates will be informed of the results of the examination as early as practicable.

7. Candidates will not be permitted to take to the examination room books or papers of any description.

8. Collusion or communication between candidates during the examinations or willful misrepresentation in statements furnished will wholly vitiate their examination.

9. All statements and answers must be written with ink.

Legal-cap paper, pens, pencils, and memorandum pads will be supplied by the Department.

Candidates should make themselves thoroughly familiar with the above regulations.

PROGRAM OF EXAMINATION, 1895.

Monday, August 26.

2 to 5 P. M. Registering; grammar; civil government and school law.

Tuesday, August 27.

9 A. M. to 12 M. Arithmetic; American history.

2 to 5 P. M. Composition and rhetoric; geology; chemistry.

Wednesday, August 28.

9 A. M. to 12 M. Algebra; general literature.

2 to 5 P. M. Geography; methods and school economy; orthography.

Thursday, August 29.

9 A. M. to 12 M. Geometry; physics.

2 to 5 P. M. Drawing; botany.

Friday, August 30.

9 A. M. to 12 M. Physiology and hygiene; bookkeeping.

2 to 5 P. M. General history; zoölogy; astronomy; Latin, French or German, as a substitute for zoölogy or astronomy.

J. F. CROOKER,

State Superintendent.

* Candidates entering the examination for the first time may submit letters in reference to experience and moral character, attaching the same to this statement.

EXHIBIT NO. 14.

State Scholarships in Cornell University.

1. DEPARTMENT CIRCULAR TO SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.
 2. QUESTIONS SUBMITTED AT EXAMINATIONS, JUNE 2, 1894.
 3. COMPLETE LIST OF STATE SCHOLARS, 1894.
 4. TABLE SHOWING NUMBER OF CANDIDATES EXAMINED AND APPOINTED, 1894.
 5. LIST OF STATE SCHOLARS OF 1893 WHO ARE NO LONGER STUDENTS
— IN THE UNIVERSITY.
-

EXAMINATIONS FOR STATE SCHOLARSHIPS IN CORNELL UNIVERSITY.

I. THE LAW — REGULATIONS — INSTRUCTIONS TO EXAMINERS.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, July 2, 1894. }

To School Commissioners and City Superintendents:

The competitive examination of candidates for the State scholarships in Cornell University, provided for by chapter 291 of the Laws of 1887, will be held in each county on Saturday, June 1, 1895, commencing at 9 A. M.

The examinations will be in charge of the city superintendents and the school commissioners in each county, under such regulations as may be agreed upon to secure an examination which shall be fair in all respects. Village superintendents are not authorized to act.

THE LAW.

Following is the law as amended by chapter 291 of the Laws of 1887:

§ 9. The several departments of study in the said university shall be open to applicants for admission thereto at the lowest rates of expense consistent with its welfare and efficiency, and without distinction as to rank, class, previous occupation or locality. But, with a view to equalize its advantages to all parts of the State, the institution shall receive students to the number of one each year from each Assembly district in this State, to be selected as hereinafter provided, and shall give them instruction in any or all the prescribed branches of study in any department of said institution, free of any tuition fee or of any incidental charges to be paid to said university, unless such incidental charges shall have been made to compensate for material consumed by said students or for damages needlessly or purposely done by them to the property of said university. The said free instruction shall, moreover, be accorded to said students in consideration of their superior ability and as a reward for superior scholarship in the academies and public schools of this State. Said students shall be selected as the Legislature may from time to time direct, and until otherwise ordered, as follows:

1. A competitive examination, under the direction of the Department of Public Instruction, shall be held at the county courthouse in each county of the State, upon the first Saturday of June in each year, by the city superintendents and the school commissioners of the county.

2. None but pupils of at least 16 years of age and of six months' standing in the common schools or academies of the State, during the year immediately preceding the examination, shall be eligible.

3. Such examination shall be upon such subjects as may be designated by the president of the university. Question papers prepared by the Department of Public Instruction shall be used, and the examination papers handed in by the different candidates shall be retained by the examiners and forwarded to the Department of Public Instruction.

4. The examiners shall, within ten days after such examination, make and file in the Department of Public Instruction a certificate in which they shall name all the candidates examined and specify the order of their excellence, and such candidates shall, in the order of their excellence, become entitled to the scholarships belonging to their respective counties.

5. In case any candidate who may become entitled to a scholarship shall fail to claim the same or shall fail to pass the entrance examination at such university, or shall die, resign or absent himself without leave, be expelled, or for any other reason shall abandon his right to or vacate such scholarship, either before or after entering thereupon, then the candidate certified to be next entitled in the same county shall become entitled to the same. In case any scholarship belonging to any county shall not be claimed by any candidate resident in that county, the State Superintendent may fill the same by appointing thereto some candidate first entitled to a vacancy in some other county, after notice has been served on the superintendent or commissioners of schools of said county. In any such case the president of the university shall at once notify the Superintendent of Public Instruction, and that officer shall immediately notify the candidate next entitled to the vacant scholarship of his right to the same.

6. Any State student who shall make it appear to the satisfaction of the president of the university that he requires leave of absence for the purpose of earning funds with which to defray his living expenses while in attendance, may, in the discretion of the president, be granted such leave of absence, and may be allowed a period not exceeding six years from the commencement thereof for the completion of his course at said university.

7. In certifying the qualifications of the candidates preference shall be given (where other qualifications are equal) to the children of those who have died in the military or naval service of the United States.

8. Notices of the time and place of the examination shall be given in all the schools having pupils eligible thereto, prior to the first day of January in each year, and shall be published once a week for three weeks in at least two newspapers in each county immediately prior to the holding of such examinations. The cost of publishing such notices and the necessary expenses of such examinations shall be a charge upon each county respectively, and shall be audited and paid by the board of supervisors thereof. The State Superintendent of Public Instruction shall attend to the giving and publishing of the notices hereinbefore provided for. He may, in his discretion, direct that the examination in any county may be held at some other time and place than that above specified, in which case it shall be held as directed by him. He shall keep full records in his department of the reports of the different examiners, showing the age, post-office address and standing of each candidate, and shall notify candidates of their rights under this act. He shall determine any controversies which may arise under the provisions of this act. He is hereby charged with the general supervision and direction of all matters in connection with the filling of such scholarships. Students enjoying the privileges of free scholarships shall, in common with the other students of said university, be subject to all of the examinations, rules and requirements of the board of trustees or faculty of said university, except as herein provided.

NOTICE OF EXAMINATION.

Notice of this examination is to be published once a week for three weeks prior thereto in two newspapers in each county. At the proper time you will advise with the other officers, who with you are to have charge of the examination in your county, and will jointly prepare, sign and publish the required notice. A form of notice for publication which may be used, will be found on the last page of this communication. You will instruct publishers of newspapers to forward their bills for such publication to the board of supervisors of your county, as the law makes the cost of publication a county charge. In addition to the newspaper notice required by law, please endeavor to procure general newspaper comment upon the matter, and otherwise exert every reasonable effort to bring the examination to the attention of all schools having eligible candidates.

It is the purpose of the law to cause the free scholarship privileges to be brought to the attention of the people of the State, and to hold them as prizes before all the pupils of the academies and common schools who are desirous of obtaining a collegiate education, to the end that the scholarships may be filled, and that the opportunities which they offer may be brought to as many as possible of the most deserving children of the commonwealth.

WHERE EXAMINATIONS MAY BE HELD.

While the law provides that the examination shall be held in the county courthouse in each county, it, at the same time, permits it to be held elsewhere by the direction of the Superintendent of Public Instruction. It is the evident purpose of the law to provide at least one place where the examination may of right be held, hence the courthouse is designated. It would undoubtedly be better to hold the examination in a school building in all cases where the local school officers will consent thereto, which they will undoubtedly do in most instances. Where such consent is obtained, you may insert such place in the notice without communicating with the Department for direction in the premises. No expense must be incurred on this account, however. Unless school buildings are offered free of cost, the examination will be held at the county courthouse.

HOW QUESTION PAPERS WILL BE SENT.

In all counties having but one school commissioner, printed question papers, answers, blank forms for reports, blank statements of candidates, etc., will be forwarded to him on the twenty-fifth day of May next. In counties having two or more school commissioners, or one or more city superintendents, they will confer together and advise me promptly to whom the question papers, etc., should be sent.

SPECIAL ATTENTION.

Examiners will call the attention of all interested to the following:

1. Candidates must be actual residents of this State.
2. Candidates must be at least 16 years of age.
3. Candidates must show that they have attended a common school or academy of this State for at least six months during the year immediately preceding the date of the examination. Teaching can not be considered equivalent to attendance. Attendance at private schools or in normal departments of normal schools does not comply with the provisions of the law.

4. Candidates should in all cases attend the examinations in the counties in which they actually reside.

5. No person should enter an examination unless prepared to accept a scholarship, should one be awarded.

6. No person can receive a Cornell State scholarship who does not enter an examination.

7. Any person appointed to a scholarship and afterward declining the same, forfeits it absolutely, and the vacancy is filled from the list of other eligible candidates. The candidate is eligible, however, to enter a succeeding examination by meeting the conditions required.

8. It is advisable for candidates who fail to obtain scholarships to take the entrance examination at the university in September, as all vacancies will be filled by appointments from candidates on the eligible lists who have passed the entrance examination and registered in the university. No direct assurance can be given that a scholarship can be awarded, as there may be no vacancies.

SUBJECTS FOR EXAMINATION.

The president of Cornell University has designated the following subjects for the examination of 1895, viz.: English, algebra, arithmetic, and plane geometry, and either Latin, French or German, at the option of the candidate.

SCOPE OF SUBJECT-MATTER.

In English. The candidate will be required to write a short English composition — correct in spelling, punctuation, grammar, division by paragraphs, and expression — upon one of several subjects announced at the time of the examination.

For 1895: Shakespeare's *Merchant of Venice* and *Twelfth Night*, Milton's *L'Allegro*, *Il Penseroso*, *Comus*, and *Lycidas*, Longfellow's *Evangeline*, the *Sir Roger de Coverley Papers*, Macaulay's *Essays on Milton* and on Addison, Webster's *First Bunker Hill Oration*, Irving's *Sketch Book*, Scott's *Abbot*.

In algebra, through quadratic equations, and including radicals and the theory of exponents; as much as is contained in the corresponding parts of the larger treatises of Newcomb, Olney, Ray, Robinson, Toohunter, Wells, Wentworth, or of Charles Smith's *Elementary Algebra*, or Hall & Knight's *Elementary Algebra*.

In arithmetic, including the metric system of weights and measures; as much as is contained in the larger text-books.

In plane geometry: as much as is contained in the first six books of elementary geometry.

In Latin: four books of Cæsar's *Commentaries* or an equivalent with a good knowledge of the grammar.

In French: the amount of French necessary would be represented by the whole of Whitney's *Practical French Grammar*, and by the first hundred pages of Super's *French Reader*, and the whole of Crane and Bruu's *Tableaux de la Révolution Française*.

In German: the amount of German necessary would be represented by the reading matter in Brandt's *Reader*, or by the larger portion of Whitney's *Reader*, and by the amount of grammar in Brandt's *Joyner*—Messiner's or Whitney's *Grammar*. Preparation by the so-called "natural" method should be supplemented by a thorough drill in Syntax.

METHOD OF CONDUCTING THE EXAMINATIONS.

It is suggested that the manner of procedure be as follows:

Upon calling the class to order, have each member fill out with ink, in his own handwriting, the blank statement of name, residence, post-office address, etc. Collect the same and dismiss any candidate whose statement does not indicate his eligibility to the scholarship under the provisions of the statute and return these certificates with your report.

Next, submit the question papers on arithmetic and algebra. Continue the sitting upon the two subjects named without interruption from 9 to 12 o'clock, unless candidates finish prior to that time. Close the sitting at 12 o'clock in any event, having notified the class at the opening that this will be done.

Direct that the candidates write their answers in ink upon uniform paper supplied by this Department. You will supply to applicants ink and pens, forwarding your bill for the same, together with the bills for publishing the notices of examination, to the board of supervisors of your county, which is required by the law to audit and pay these necessary expenses. Keep the answers in each subject upon a sheet of paper by themselves.

Let the afternoonsitting for the examination in English, plane geometry, and Latin, French or German begin at 1:30 and end at 5 o'clock, unless candidates finish their work earlier.

Each answer should be marked upon a scale having a maximum of ten. Each absolutely correct answer would receive ten credits, and a correspondingly less number as it approximated correctness; an absolutely erroneous answer should be marked with a zero. There are 25 questions in all. If all were correctly answered the candidate would receive 250 credits, and a correspondingly less number as he approached correctness. The aggregate number of credits received will determine the relative standing of the candidates.

Examiners, immediately upon the close of the examination, will forward to the State Superintendent, at Albany, all papers submitted by candidates in English, Latin, French and German. The papers submitted in these subjects will be marked at the State Department. All papers submitted in other subjects will be marked by the examiners on the above basis.

As soon as may be, and certainly within ten days after the examination, examiners will forward the report of all papers marked by them, signed by all city superintendents and school commissioners to the State Superintendent. All of the answer papers of all the candidates marked by examiners, together with applicants' statements, must be forwarded with the report of the examiners to the Superintendent.

HOW VACANCIES WILL BE FILLED.

The law now authorizes the State Superintendent to fill vacancies arising in any county, by appointing some candidate standing highest on the list in some other county after the quota of scholarships belonging to that other county has been filled. In exercising this power the following system will be followed, of which it may be well to advise the class. The examination papers of the candidates standing highest upon the list in each county (after the appointments have been made from that county) will be classified and arranged in the order of merit, and appointments will be made from this list in the order in which the names stand. If this list should be exhausted, the same course would be pursued as to candidates coming next upon the list in each county. In this way all candidates will secure such rights as their merits entitle them to, the State Superintendent will be relieved from the disagreeable duty of discrimination, and the scholarships will be equitably distributed over the territory of the State.

EXAMINATIONS MUST NOT BE OMITTED.

There may be cases in which the number of candidates who present themselves will be smaller than the number of scholarships belonging to the county, and in such cases it may be thought unnecessary to go through the examination. To take that course would be a mistake. Candidates will become entitled to their scholarships only after the steps indicated by the statute shall have been taken. The law must be fully complied with. Therefore, it is advised that all the proceedings be taken regularly, and that the examination papers be filed in the Department, even though the number should be so small in any county as to remove the necessity for competition between candidates.

ENTRANCE EXAMINATIONS.

The entrance examinations at the university will begin on June 14 and September 18, and will continue five days at each time. Successful candidates must appear at the opening of one or the other of these examinations, but as the time which will elapse between the date of the competitive examination and the June entrance examination at the university is only thirteen days, it will be impossible for this Department to notify candidates of the result of examinations sufficiently early for them to appear at the June entrance examination.

All appointments will be awarded at the earliest date possible and certainly before July 1st. This Department will notify all candidates of the standing which they attained in the examinations and their rights in the premises.

Very respectfully yours,

J. F. CROOKER,
State Superintendent.

NOTE.—It will be well to read the essential portions of this circular to the class before the examination begins.

FORM OF NOTICE.

(Form of notice to be published in two newspapers in each county, once a week, for three weeks prior to the examination.)

CORNELL UNIVERSITY.

State Scholarships.

(Notice pursuant to chapter 291, Laws of 1887.)

A competitive examination of candidates for the State Scholarships in Cornell University falling to the county of, will be held at the (name the building), in the city (or village) of, on Saturday, the first day of June next, commencing at 9 A. M.

Candidates must be at least sixteen years of age and of six months' standing in the common schools or academies of the State during the present school year.

No person should enter an examination unless prepared to accept a scholarship, should one be awarded.

The examination will be upon the following subjects, viz.: English, arithmetic, plane geometry, algebra through quadratic equations, and either Latin, French or German, at the option of the candidate.

There will be as many candidates appointed from this county as there are Assembly districts in the county. Candidates will become entitled to the scholarships in the order of merit.

Date at, this day of May, 1895.

.....
Superintendent of Schools, City of

.....
School Commissioner

.....
School Commissioner

II. QUESTIONS SUBMITTED AT EXAMINATIONS, JUNE 2, 1894.

A. M.

English.

Write a short English composition — correct in spelling, punctuation, grammar, division by paragraphs, and expression — upon one of the following subjects: Shakespeare's Merchant of Venice, Dickens' David Copperfield, Irving's Rip Van Winkle.

Plane Geometry.

1. Demonstrate: The greater side in any triangle has the greater angle opposite to it.
2. Demonstrate: If the distance between the centers of two circles is equal to the sum of their radii, the circles are tangent externally.
3. Demonstrate: Triangles with an angle in each equal, and the including sides proportional, are similar.
4. To construct a polygon similar to a given polygon and having a given ratio to it.
Give construction and proof.
5. A rhombus contains 100 square feet, and the length of one diagonal is ten feet.
Find the length of the other diagonal.

Latin.

1. Translate:

1. Quamobrem placuit ei, ut ad Arlovistum legatos mitteret, qui ab eo postularent, ut
2. aliquem locum medium utriusque colloquio diceret: velle sese de re publica et summis
3. utriusque rebus cum eo agere.

2. Translate:

4. Quarum rerum a nostris propter paucitatem fieri nihil poterat, ac non modo defesso ex
5. pugna excedendi, sed ne saucio quidem ejus loci, ubi constiterat, relinquendi ac sui
6. recipiendi facultas dabatur.

3. Give the syntax of (a) *sese* (line 2); (b) *rerum* (line 4); (c) *defesso* (line 5); (d) *loci* (line 5).

4. (a) Where in the conjugation of the verb is *recipiendi* found? (b) What is its syntax?

5. Give the principal parts of (a) *placuit* (line 1); (b) *mitteret* (line 1); (c) *agere* (line 3); (d) *defesso* (line 5).

French.

1-3. Translate:

Les Suédois sont bien faits, robustes, agiles, capables de soutenir les plus grands travaux, la faim, et la misère; nés guerriers, pleins de fierté, plus braves qu'industriels, ayant long-temps négligé et cultivant mal aujourd'hui le commerce, qui seul pourrait leur donner ce qui manque à leur pays. On dit que c'est principalement de la Suède, dont une partie se nomme encore Gothie, que se débordèrent ces multitudes de Goths qui inondèrent l'Europe, et l'arrachèrent à l'empire romain, qui en avait été cinq cents années l'usurpateur, le tyran, et le législateur.

3. Translate:

L'AIGUILLE.

Aiguille gentille,
Va, viens, voltige et cours;
Quand pleure la famille,
Ta douce lueur brille
Sur ses tristes jours.

4. (a) Select from the first exercise three irregular verbs and give the principal parts of each.

(b) Analyze the second selection and parse each word in the first and second lines.

5. Translate into French the following:

(a) "It is when we are far from our country that we feel, above all, the instinct which attaches us to it." (b) "Our conscience is the voice of a friend, our passions are the voice of an enemy." (c) "Agreeable counsel is seldom useful."

German.

1-3. Translate into English:

Der Maler und sein Meister.

Ein junger Maler hatte ein vortreffliches Bild verfertigt, das beste, das ihm je gelungen war, selbst sein Meister fand nichts daran zu tadeln. Der junge Maler aber war so entzückt darüber, daß er unaufhörlich das Werk seiner Kunst betrachtete und seine Studien einstellte; denn er glaubte, sich nicht mehr übertreffen zu können.

Eines Morgens, als er von Neuem seines Bildes sich freuen wollte, fand er, daß sein Meister das ganze Gemälde ausgelöscht hatte. Zürnend und weinend rannte er zu ihm und fragte nach der Ursache des grausamen Verfahrens.

Der Meister antwortete: „Ich habe es mit weisem Bedacht gethan. Das Gemälde war gut; aber es war zugleich dein Verderben.“

„Wie so?“ fragte der junge Künstler.

„Lieber,“ antwortete der Meister, „du liebst nicht mehr die Kunst in deinem Bilde, sondern nur dich selbst. Glaube mir, es war nicht vollendet, wenn es auch uns so schien; es war nur eine Studie.—Da, nimm den Pinsel und siehe, was du von Neuem erschaffest! Laß dich das Opfer nicht gereuen. Daß Große muß in dir sein, ehe du es auf die Leinwand zu bringen vermagst.“

Müthig und voll Zutrauen zu sich und seinem Lehrer ergriff er den Pinsel und vollendete sein herrlichstes Werk: das Opfer der Iphigenie. Denn der Name des Künstlers war

Timotheus Krummacher.

4. I. Decline (a.) Das ganze Gemälde; (b.) sein herrlichstes Werk. II. (a) Conjugate in the present, perfect, and future indicative war gelungen; (b.) Give the second person singular of the imperfect indicative and subjunctive of the following verbs: einstellte, nimm, ergriff.

5. Translate into German the following:

Good morning, my friend, how are you? This is a fine morning. The birds have been singing since daybreak as though spring had really come.

P. M.

Arithmetic.

1. $35 - 8 \times 3 + 64 \div \frac{1}{2}$ of $\frac{3}{4} - .3 \times 67.5 = ?$ (In the solution, recognize the precedence of signs.)
2. Find (a) the sixth power of .3; (b) the third power of 11.7; (c) the square root of 129.6 (correct to two decimal places).
3. A promissory note for \$100 and interest, given April 6, 1894, for three months is discounted to-day at bank, at 6 per cent. per annum. Find the proceeds.
4. A piece of real estate was sold for 104 per cent. of its assessed valuation, the seller gaining thereby 15 per cent. of the sum paid by him for the property. What per cent. of the assessed valuation did the vendor pay for the property when he bought it?
5. The distance from Albany to Syracuse, via N. Y. C. E. R., is 148 miles. Find the distance in kilometers.

Algebra.

1. Find the G. C. D. and L. C. M. of $x^2 - 3x^2 + 7x - 21$ and $x^2 + 6x - 27$.
2. Simplify
$$b + \frac{\frac{x}{a+c}}{\frac{c}{s}}$$
3. Given $\left\{ \begin{array}{l} x^2 + y^2 = 72 \\ \frac{x}{y} + \frac{y}{x} = 1 \end{array} \right\}$, to find the value of x and y .
4. Divide b into two such parts that the sum of their square roots shall be r .
5. Find the square root of $16 + 2\sqrt{55}$.

**III. COMPLETE LIST OF STATE SCHOLARS AT CORNELL
UNIVERSITY, APPOINTED UPON EXAMINATION HELD
JUNE 2, 1894.**

Number.	NAME.	County appointed for.	County of residence.
1	Wensley, Emma J	Albany	Albany.
2	Coffin, Wm J	Albany	Albany.
3	Gignoux, John E	Albany	Albany.
4	Wright, Floyd R	Albany	Tompkins.
5	Mix, Charles Melvin	Allegany	Allegany.
6	Cary, Helen Louise	Broome	Broome.
7	Moore, Clarence Stanton	Cattaraugus	Cattaraugus.
8	Martin, Elma L	Cayuga	Cayuga.
9	Bentley, Wilton	Chautauqua	Chautauqua.
10	Gibbs, Harley Stuart	Chemung	Chemung.
11	Dodge, Lillian Myra	Chenango	Chenango.
12	Denio, Hiram Henry	Clinton	Livingston.
13	Carpenter, Louis Schenck	Columbia	Columbia.
14	Horton, Albert H	Cortland	Chautauqua.
15	Gannett, Frank E	De'aware	Otsego.
16	Durrill, Edward P	Dutchess	Ontario.
17	Yost, George (Miss)	Dutchess	Fulton.
18	Taylor, Harry Leroy	Erie	Erie.
19	Clark, Albert H	Erie	Tompkins.
20	Fenton, James Burton	Erie	Erie.
21	Maas-y, Myrtle Lothrop	Erie	Erie.
22	Price, Wm. R	Erie	Erie.
23	Foster, Henry H	Erie	Erie.
24	Tefft, Walter C	Essex	Essex.
25	Powell, John A	Franklin	Franklin.
26	Young, Lou E	Fulton	Fulton.
27	Williams, Florence L	Genesee	Genesee.
28	Johnson, Edgar	Greene	Greene.
29	Bellinger, Harry M	Herkimer	Herkimer.
30	Rathbone, Richmond L	Jefferson	Jefferson.
31	Carter, Effie A	Kings	Kings.
32	Tabe, Arthur C	Kings	Kings.
33	Gurnee, Blandina H	Kings	Kings.
34	Rhodes, Elizabeth M	Kings	Kings.
35	Dexter, Frank H	Kings	Kings.
36	Cochrane, Frank L	Kings	Kings.
37	Nightingale, Eleanor M	Kings	Kings.
38	Lyle, Henry H M	Kings	Kings.
39	Shafer, Wm B, Jr	Kings	Kings.
40	Ross, Ida	Kings	Genesee.
41	Holmes, Jessie A	Kings	Kings.
42	Steele, Wesley	Kings	Kings.
43	Dean, Marshall H	Kings	Delaware.
44	Tenney, Maynard A	Kings	Kings.
45	Dipple, Charles, Jr	Kings	Kings.
46	Baylis, Howard A	Kings	Kings.
47	Fuller, Jesse, Jr	Kings	Kings.
48	Englert, Alfred	Kings	Kings.
49	Sheldon, Ira Cyrus	Lewis	Lewis.
50	Cameron, Charles R	Livingston	Livingston.
51	Knowlton, Daniel C	Madison	Madison.
52	Mason, William W	Monroe	Monroe.
53	Dennis, Mary Rebecca	Monroe	Monroe.
54	Defendorf, Mary Elizabeth	Monroe	Monroe.
55	Frayant, Frank Hix	Montgomery	Montgomery.
56	Druskin, Samuel Jerome	New York	New York.
57	Wells, Julius	New York	New York.
58	Brewster, Henry B	New York	Cayuga.
59	DeGraft, Lillian	New York	New York.
60	Freeland, George W	New York	New York.
61	Steuber, Henry J	New York	Genesee.
62	Seymour, Maud D	New York	Tompkins.
63	Humiston, Robert L	New York	Oneida.
64	Crossman, Gilbert	New York	Suffolk.
65	Austin, James E	New York	Chenango.
66	Myers, Morrell Andrews	New York	Cayuga.
67	Murphy, Edward Joseph	New York	Broome.
68	Gelder, Walter H	New York	Ontario.
69	Berry, Clyde A	New York	Chautauqua.
70	Norwood, Guy	New York	Cattaraugus.
71	Knott, Emma A	New York	Montgomery.

LIST OF STATE SCHOLARS—(Continued).

Number.	COUNTY.	County appointed for.	County of residence.
72	McCann, Volney N.	New York.	Allegany.
73	Perry, John Quincy.	New York.	Allegany.
74	Kline, Walter Joseph.	New York.	Niagara.
75	Foot, James Benedict.	New York.	Oneida.
76	Smith, James L.	New York.	Genesee.
77	Dobbins, Mabel Caldren.	New York.	Monroe.
78	Lamont, George B.	New York.	Orleans.
79	Gunn, Nelly Davidson.	New York.	Clinton.
80	Baughn, Elizabeth.	New York.	Greene.
81	McGuire, James Henry.	New York.	Chenango.
82	Caaser, Harry.	New York.	Herkimer.
83	Head, Edith.	New York.	Rensselaer.
84	Ross, William A.	New York.	Genesee.
85	Townley, Helen Mae.	New York.	Tompkins.
86	Lane, Mary Corwin.	Niagara.	Niagara.
87	Dimon, Theodore.	Oneida.	Oneida.
88	Denton, Carrie Mildred.	Oneida.	Oneida.
89	Schreuder, Andrew Martin.	Onondaga.	Onondaga.
90	Hildreth, Edward R.	Onondaga.	Suffolk.
91	Klein, Richard M.	Onondaga.	Fulton.
92	Davenport, Franc.	Ontario.	Ontario.
93	Smith, George G., Jr.	Orange.	Ontario.
94	Mazeschutz, Anna L.	Orange.	Niagara.
95	Kersburg, Leo.	Orleans.	Orleans.
96	Haatings, George Tracy.	Oswego.	Oswego.
97	Waterman, Grace S.	Otsego.	Otsego.
98	Green, Joseph A.	Putnam.	Putnam.
99	Ludlam, Isaac C.	Queens.	Queens.
100	Nye, Sylvanus B.	Queens.	Schuyler.
101	Hicks, Shirley N. O.	Queens.	Queens.
102	Tompkins, Earnest.	Rensselaer.	Rensselaer.
103	Thiesse, Alfred H.	Rensselaer.	Rensselaer.
104	Button, Ernest D.	Rensselaer.	Rensselaer.
105	Rugsley, Anna M.	Richmond.	Genesee.
106	Husted, Percy L.	Rockland.	Saratoga.
107	Tuck, Andrew Edward.	St. Lawrence.	St. Lawrence.
108	Smith, Norbury L.	Saratoga.	Saratoga.
109	Hageman, Harry A.	Schenectady.	Niagara.
110	Stimmus, Lucretia V.	Schoharie.	Schoharie.
111	Brown, Lyman H.	Schuyler.	Schuyler.
112	Hood, Louis Howell.	Seneca.	Seneca.
113	Darling, Fred R.	Steuben.	Steuben.
114	Jagersoll, Vernon S.	Steuben.	Steuben.
115	Davis, Leslie A.	Suffolk.	Suffolk.
116	Hull, Sarah H.	Sullivan.	Sullivan.
117	Kniffin, Loubelle.	Tioga.	Tioga.
118	Goodrich, Chauncey S.	Tompkins.	Tompkins.
119	Darrow, Marius Schoonmaker.	Ulster.	Ulster.
120	Van Woert, Susie E.	Ulster.	Chautauqua.
121	Starbuck, Frank M.	Warren.	Warren.
122	Darrow, Milton J.	Washington.	Chautauqua.
123	Fisher, Arthur W.	Wayne.	Wayne.
124	McLaughlin, Daniel.	Westchester.	Kings.
125	Midgley, Fred W.	Westchester.	Westchester.
126	Mellor, Clara L.	Westchester.	Westchester.
127	Harris, Clarence O.	Wyoming.	Wyoming.
128	Kennedy, Jerome D.	Yates.	Yates.

IV. TABLE SHOWING BY COUNTIES THE NUMBER OF CANDIDATES FOR STATE SCHOLARSHIPS AT CORNELL UNIVERSITY, EXAMINED JUNE 2, 1894, AND NUMBER APPOINTED FROM EACH COUNTY.

	Whole No. examined.	Number appointed		Whole No. examined.	Number
Albany	10	3	Ontario	6	
Allegany	3	3	Orange	0	
Broome	4	2	Orleans	3	
Cattaraugus	5	2	Oswego	2	
Cayuga	5	3	Otsego	4	
Chautauqua	10	5	Putnam	1	
Chemung	3	1	Queens	7	
Chenango	3	3	Rensselaer	4	
Clinton	3	1	Richmond	0	
Columbia	1	1	Rockland	1	
Cortland	2	0	St. Lawrence	1	
Delaware	7	1	Saratoga	2	
Dutchess	3	0	Schenectady	1	
Erie	12	5	Schoharie	2	
Essex	2	1	Schuyler	2	
Franklin	1	1	Seneca	2	
Fulton and Hamilton	4	3	Steuben	4	
Genesee	8	6	Suffolk	8	
Greene	3	2	Sullivan	1	
Herkimer	4	2	Tioga	4	
Jefferson	4	1	Tompkins	7	
Kings	34	17	Ulster	1	
Lewis	1	1	Warren	3	
Livingston	4	2	Washington	3	
Madison	3	1	Wayne	1	
Monroe	6	4	Westchester	4	
Montgomery	1	2	Wyoming	2	
New York	6	4	Yates	1	
Niagara	6	4			
Oneida	6	4			
Onondaga	1	1	Total	245	1

V. LIST OF PERSONS WHO RECEIVED CORNELL STATE SCHOLARSHIPS IN 1893, BUT WHO ARE NO LONGER STUDENTS IN THE UNIVERSITY.

No vacancy reported for 1893.

EXHIBIT NO. 15.

College Graduates' Certificates

**Indorsement of Normal Diplomas and State Certificates
Issued in Other States.**

1. LAW OF 1888.
2. CIRCULAR OF INFORMATION.
3. PRACTICE IN OTHER STATES ON INDORSEMENT OF LIFE
CERTIFICATES AND NORMAL SCHOOL DIPLOMAS ISSUED IN
NEW YORK STATE.
4. LIST OF COLLEGE GRADUATES' CERTIFICATES GRANTED 1894.
5. LIST OF NORMAL DIPLOMAS INDORSED, 1894.
6. LIST OF STATE CERTIFICATES INDORSED 1894.

COLLEGE GRADUATES' CERTIFICATES.

INDORSEMENT OF NORMAL DIPLOMAS AND STATE CERTIFICATES ISSUED IN OTHER STATES.

1. THE LAW OF 1888.

The Legislature of 1888, amended by chapter 331, section 15 of title 1, of the "Consolidated School Act" so as to read as follows (amendments in italics):

15. He (the State Superintendent) may grant, under his hand and seal of office a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability to teach any common school in the State. Such certificate may be granted by him only upon examination. He shall determine the manner in which such examination shall be conducted, and may designate proper persons to conduct the same and report the result to him. He may also appoint times and places for holding such examinations, at least once in each year, and cause due notice thereof to be given. *He may also, in his discretion, issue a certificate without examination, to any graduate of a college or university who has had three years' experience as a teacher. Such last mentioned certificate shall be known as the "college graduate's certificate," and may be revoked at any time for cause. He may also, in his discretion, indorse a diploma issued by a State normal school or a certificate issued by a State Superintendent or State Board of Education in any other State, which indorsement shall confer upon the holder thereof the same privileges conferred by law upon the holders of diplomas or certificates issued by State normal schools or by the State Superintendent in this State. He may also issue temporary licenses to teach, limited to any school commissioner district or school district, and for a period not exceeding six months, whenever, in his judgment, it may be necessary or expedient for him to do so.*

2. CIRCULAR OF INFORMATION.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, September 5, 1894. }

The following information concerning college graduates' certificates is furnished for the benefit of those interested:

THE LAW.

(From section 10 of title I, Consolidated School Law).

§ 10. He (the State Superintendent) * * * * may also, in his discretion, issue a certificate, without examination, to any graduate of a college or university who has had three years' experience as a teacher. Such last-mentioned certificate shall be known as the "college graduate's certificate," and may be revoked at any time for cause. He may also, in his discretion, indorse a diploma issued by a state normal school or a certificate issued by a state superintendent or state board of education in any other state, which indorsement shall confer upon the holder thereof the same privileges conferred by law upon the holders of diplomas or certificates issued by state normal schools or by the state superintendent in this state.

THE PURPOSE.

The purpose of the college graduate's certificate is to relieve persons entitled to receive it from the necessity of taking examinations which would otherwise be required. It is in no sense a test of scholastic merit, but a privilege which the Superintendent *may confer* upon those deemed worthy. It is issued *in the discretion* of the Superintendent.

It is intended for the benefit and convenience of teachers actually employed in New York State, and of such as propose to follow the profession of teaching in the State. It is not intended for use of teachers who leave the State, nor for the purpose of securing advantage or position in this or other States.

REQUIREMENTS.

All applicants are informed that as these certificates are good for life in this State, they will not be issued until the Superintendent is in possession of the most conclusive evidence of the good character and ability of applicants, and is satisfied that they have taught successfully for at least three years *since graduation*. On these points the most satisfactory proof must be submitted. The names of at least three persons must be furnished as references who are known in educational work in the State, and at the Department, who are personally acquainted with the applicant and are familiar with the applicant's work as a teacher.

Applicants must show that they have taken a full course in, and have been graduated from a college or university of good standing. They must also show that they are actually teaching, or that they are under engagement to teach in New York State.

Ample time will be taken by the Superintendent for investigation in all cases. Haste must not be expected, and applicants are cautioned against making engagements which are contingent upon the issue of certificates, or upon the expectation that they will be issued within a fixed time.

Blank forms of application will be sent upon request.

STATE CERTIFICATES AND NORMAL SCHOOL DIPLOMAS FROM
OTHER STATES.

Applications for the indorsement of State certificates and normal school diplomas issued in other States will not be approved, unless the State Superintendents of such States extend a like courtesy to holders of State certificates and normal school diplomas issued in this State.

ts have been made for concert of action in legislation among all
tes, but thus far little has been accomplished.

following States, so far as known, recognize State certificates
normal school diplomas issued in New York State: Alabama,
New Jersey, Maryland (limited in time and renewable except in Balti-
Florida and Oregon.

J. F. CROOKER,

State Superintendent.

ould be borne in mind that teachers employed in private schools
ademies do not require certificates, and college graduates' cer-
s are not intended for such teachers. They are of no value to
s in city schools, unless the boards of education in such cities
a State certificate without further examinations. They are for
ief of persons entitled to receive them — for use and not for
ent.

**ACTION IN OTHER STATES IN INDORSEMENT OF LIFE
CERTIFICATES AND NORMAL SCHOOL DIPLOMAS ISSUED IN
NEW YORK STATE.**

ovember, 1894, the State Superintendent of Public Instruction
New York made the following inquiry of State Superintendents
of States:

Do you have the power and is it your practice to indorse life certifi-
cates obtained on examination, and normal school diplomas issued in
New York State, making them valid licenses to teach in your State
without another examination?

Following are the replies received:

California. California recognizes State normal diplomas as
equivalents on which boards may grant grammar grade certificates.
Educational and State life diplomas are recognized to the same

Connecticut. No.

Idaho. Under our present system none are indorsed.

Illinois. No power.

Iowa. No statute giving such authority.

Massachusetts. Our board gives due credit to credentials, but an experience
in the State as a teacher is required before granting a certificate or life
diploma.

Michigan. No.

Minnesota. Our State Board of Examiners may grant State
diplomas which are life certificates on such examination as is satis-
fying to them.

Louisiana. We are not authorized to do so.

Maine. No answer.

Maryland. No. I believe no State east of the Mississippi and but very few west thereof, makes such provision. If it ever comes to pass, of course, there must be reciprocity by the comity of States. Will the Empire State lead the way?

Massachusetts. Our attitude toward them is yet to be settled. We are just formulating a plan.

Michigan. No.

Minnesota. As to life certificates,—No; as to normal diplomas,—Yes, I indorse them without question for two years, then I may indorse for two or five years, or for life.

Mississippi. No.

Missouri. Haven't such authority but ought to have.

Montana. I haven't the power, but the State Board of Education has the power and may indorse.

Nebraska. I am not empowered to indorse life certificates from any other State. Normal school diplomas which are, in the States wherein issued, in effect, certificates for life, are indorsed.

New Hampshire. No certificates at all in State.

New Jersey. Yes.

North Carolina. No.

Ohio. No.

Oregon. Yes.

Rhode Island. We have at present no system of State certificates.

South Dakota. No.

Tennessee. Yes. A diploma from a normal school in New York is a life certificate in this State.

Texas. No authority.

Vermont. Yes.

Virginia. No.

Washington. We issue State papers upon presentation of such papers, if the applicant shows that the requirements to obtain them are equal to those for like papers in this State.

Wisconsin. As to State certificates,—Yes,—if the result of examination. As to normal school diplomas,—No.

Wyoming. No.

4. LIST OF COLLEGE GRADUATES' CERTIFICATES GRANTED, 1894.

Number.	NAME.	Residence.	Graduated at	Year of graduation.	Date of certificate, 1894.
404.....	Will Clarence Ingalls	Flushing	Brown University	1894.....	June
405.....	Wesmore F. Carlson	Rondoutville	Cornell University	1894.....	June
406.....	Carrie C. Lawrence	Port Chester	Yassar College	1894.....	June
407.....	David E. Evans	Canandaigua	Williams College	1890.....	June
408.....	Minna E. Phelps	Elmira	Smith College	1890.....	June
409.....	Henry R. Kendall	Saratoga Springs	Harvard University	1891.....	June
410.....	Albert C. Hill	Havana	College University	1891.....	June
411.....	Adelbert A. Lavery	Tienderoga	Middleburg College	1890.....	June
412.....	Wm H. Cahill	Brooklyn	Cornell University	1890.....	June
413.....	Mary L. Dransfield	Rochester	Wellesley College	1890.....	June
414.....	Henry C. Johnson	Cortland	Cornell University	1890.....	June
415.....	Fred Alvin King	Canandaigua	University of Rochester	1890.....	June
416.....	Anna Childs	Oswego	Iowa College	1890.....	June
417.....	Grace B. Palmer	Oswego	Syracuse University	1890.....	June
418.....	Cyrus S. Palmer	Elbridge	Cornell University	1890.....	June
419.....	Percy L. Wright	Brooklyn	Hamilton College	1891.....	June

5. LIST OF NORMAL DIPLOMAS INDORSED, 1894.

Number.	Date of indorsement.	NAME.	Residence.	Graduated normal school
98	May 8	Luella M. Cook	Port Chester	Westfield,

6. LIST OF STATE CERTIFICATES INDORSED, 1894.

Number.	Date of indorsement.	NAME.	Residence.	Certificate issued
15	Sept. 4	James D. Dillingham	Corona	New Jersey

EXHIBIT No. 16.

TEACHERS' INSTITUTES.

1. REPORT OF SUPERVISOR OF INSTITUTES.
2. REPORTS OF INSTITUTE CONDUCTORS.
3. REPORTS ON DRAWING AND PRIMARY WORK.
4. THE INSTITUTE LAW, REGULATING ATTENDANCE.
5. TEACHERS' INSTITUTES, INSTRUCTIONS TO SCHOOL COMMISSIONERS.
6. STATISTICAL TABLES.

TEACHERS' INSTITUTES.

SUPERVISOR OF INSTITUTES.

Charles R. Skinner, A. M. Albany.

INSTITUTE CONDUCTORS.

NAMES AND ADDRESSES.

Henry R. Sanford, A. M., Ph. D. Penn Yan.
 Isaac H. Stout, A. M. Geneva.
 Augustus S. Downing, A. M. Palmyra.
 Welland Hendrick, A. M. Cortland.
 Archibald C. McLachlan, A. M. Seneca Falls.

SPECIAL INSTRUCTORS.

Drawing — Miss Gratia L. Rice, Director, 13 Wadsworth street, Buffalo; Miss Florence B. Himes, Assistant Instructor in Drawing, 176 Elm street, Albany.

Primary Work — Mrs. B. Ellen Burke, Malone; Miss Anna K. Eggleston, 45 Wadsworth street, Buffalo, N. Y.

1. REPORT OF SUPERVISOR OF TEACHERS' INSTITUTES.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

DEAR SIR.—It is gratifying to report a very satisfactory institute year. Good results have followed efforts made to increase the efficiency of this important branch of the Department. Hardly a break has occurred through sickness or any other cause in carrying out arrangements for the year, and the Department has been rewarded by generous words of approval from all interested.

The following table will show comparisons with the present year :

	1892-3.			1893-4.		
	Men.	Women.	Total.	Men.	Women.	Total.
Teachers in attendance.....	3,015	12,415	15,430	3,061	12,516	15,577
Average attendance	3,916	12,086	15,002	3,967	12,442	15,209
Aggregate days attendance			74,220			76,879
Local expenses			\$4,469 11			\$4,381 74
Number of Institutes			110			111

The following table will show comparisons with every year from 1885 to 1894, inclusive :

YEARS.	Number of Institutes.	Number of teachers in attendance.	Average daily attendance.	Per cent. of average attendance to total number of teachers	Aggregate number of days' attendance.	Average number of teachers per institute.	Amount paid by the State.	Average expense per institute.	Average expense per teacher.
1885.....	73	18,295	14,378	78.59	71,932	244	\$18,433 21	259 01	\$1 00
1886.....	77	17,739	14,925	84.13	74,639	230	18,566 95	246 60	1 07
1887.....	89	14,818	13,274	89.58	66,340	166	18,555 54	208 48	1 26
1888.....	110	16,214	15,188	93.36	75,031	147	14,227 81	220 25	1 49
1889.....	112	16,315	15,556	95.35	76,652	146	24,296 75	216 93	1 49
1890*.....	93	12,609	12,105	95.99	60,112	137	19,573 84	210 47	1 63
1891†.....	109	15,075	14,450	95.85	70,766	138	23,144 41	212 33	1 54
1892‡.....	70	9,329	9,018	96.66	45,043	132	18,817 66	197 39	1 48
1893§.....	110	15,430	15,002	97.22	74,190	140	22,143 44	254 97	1 86
1894.....	111	15,607	15,209	97.45	75,579	140	35,222 74	317 32	2 32

The increase in attendance has not been marked, but it is a satisfaction to know that it has exceeded expectations. The per cent. of average attendance is the greatest ever shown, and this result has been reached without friction and with scarcely a criticism or complaint. Teachers and the public seem to know that the Department is sincere in its desire to benefit the schools of the State, by encouraging teachers to see and realize the privileges of association in its best and widest sense.

Any statistics which may be presented, while they show almost perfect attendance and great regularity, cannot give a clear idea of what teachers' institutes are intended to do. The vital work cannot be shown by figures. Close attention and observation have convinced me that, in the spirit which our workers and teachers have shown in loyal endeavor to accomplish good results, the institutes of the past year have never been surpassed. There has been a brighter look in teachers' faces, there is more professional spirit, the desire to know more and to do more has been increased, the ambition to teach better schools has been awakened, and teachers have learned to magnify their calling, and have shown an appreciation of the encouragement which has been given. Altogether, the institutes have been, with hardly an exception, cheerful, helpful assemblages of earnest, thoughtful teachers, ready to give and willing to get more light in the work of an exacting profession. The Department has lost no opportunity to give teachers every assurance of interest and encourage-

* For eleven months. † For year ending December 1, 1891. ‡ For eight months ending June 13, 1892. § For school year 1892-3.

ment, and it has been repaid for all it has done. It has endeavored to uplift the profession of the teacher, to clear away the discouragements which are so often felt, to strengthen and widen the teachers' self-reliance and self respect, to establish closer relations between the public and the teacher, and we have the pleasure of knowing that loyal teachers have not only been profoundly thankful, but have freely expressed their satisfaction. It is a great point gained for efficient teaching when a great army of educational workers can be inspired to look upon the bright side. The effect is shown upon the pupils and upon the patrons, and the educational system is strengthened everywhere.

The written reports of the conductors and instructors which are given herewith present views from different standpoints, but all agree that the year has been both pleasant and profitable. No attempt has been made to make striking changes in the general institute plan. The aim has been to make the instruction practical and helpful — principally along the line of the best methods of teaching. Interest in drawing has been maintained and with good results. It seems plain to me, however, that to secure the best results in drawing, the subject must be presented in some way to the pupils at a very early age. Fingers which do not early learn how to handle a pen or pencil readily are apt to find it difficult to acquire the art in later years. Drawing must be made attractive before an interest will be aroused which will bring the benefit which the law intends. There is a great demand for a popular text-book in drawing, and I am painfully aware that much of the interest in the subject seems to vanish when a person has "passed" in a drawing examination. It is feared that in many schools the subject of drawing is still much neglected, for the reason that the teacher has no taste or ability in that direction.

Primary methods have received some attention during the year, and should receive more. It is evident that "child study" is coming to be a very live topic with the live teacher. How to understand a child, should first be known, and then may properly be considered how the child may be taught. Everything that is done, that can be done to lead teachers to study the nature, character and ability of a child, is a vital step in the right direction.

The subject of spelling has received its due share of attention during the year, and has proved the necessity of calling attention to this fundamental but much neglected branch. The fear is too well founded that too little attention is paid in our common schools to right instruction in this direction.

Some effort has been made to arouse an interest in mental arithmetic, with satisfactory results. Proper method of drill in this subject may well engage the attention of teachers who are anxious to arouse a desire in their pupils to think quickly and accurately.

The evening exercises of the institutes have been largely attended, especially those lectures which have been illustrated by stereopticon views. These have drawn toward the institutes thousands of the patrons of our schools who would not otherwise have been attracted to them.

The Department has steadily encouraged the attendance of school officers at some particular period during the institute, for conference and consultation upon matters of interest to trustees and other officers. In many cases deep interest has been manifested, and if school commissioners would continue their efforts in this direction, there would soon come a better understanding among all of the workings and necessities of our school system.

It is pleasant to commend school commissioners generally for prompt and close attention to all details connected with this work, and for the interest manifested. Reports have been prompt and were uniformly correct. Care has been taken in reference to local expenses, and it seems very plain that no part of the expenditure for school purposes has reached more people with better things to show for it than that which has been expended for teachers' institutes.

The general increase in expenses during the year has been the result of added instruction in drawing and primary work, and of the publication of a large supply of a syllabus in drawing, which has been furnished to every teacher in attendance at an institute. It has increased the interest in the subject, and has been an aid to progressive teachers in mastering the subject.

Graded institutes have been tested during the year with satisfactory results. It is now generally conceded by all that where the right conditions exist, an institute may be graded to great advantage. This was strikingly shown at an institute held at Saratoga Springs. All connected with it united in earnest commendation of the results attained.

I am sure that the teachers generally have been gratified at the visits which you have made to the institutes, and thank you for your generous assurances of sympathy and encouragement.

Respectfully yours,

CHARLES R. SKINNER.

August 1, 1894.

2. REPORTS OF, INSTITUTE CONDUCTORS.

REPORT OF DR. HENRY R. SANFORD.

Hon. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

DEAR SIR:—Another year of institutes has passed with an excellent record of good work, which omens well for the schools represented. Practically all the teachers teaching under the jurisdiction of the several commissioners have been present at their respective institutes, and their attendance has been remarkably regular. The former interest and enthusiasm in the work manifested by the teachers, especially the most experienced and best qualified, have been fully maintained.

An institute is not a school; its plans and methods are peculiar to itself, dependent, to a large extent, upon the conductors whose individuality will be impressed upon the work of the institute. The success is, however, frequently seriously impaired from the lack of proper accommodations for the sessions. The better adapted schoolroom is for the purposes of a school, the less so is it for an institute. For the former, single desks, many of which are comparatively low, are a necessity, but adults can not sit comfortably at such desks. These are in the way, and audiences are too much scattered. Opera houses and public halls are seldom well adapted to this work. Many of our sessions are held in churches, which usually are found very convenient and conducive to the best results.

Our institutes are State institutions, and, as such, they reach the teachers—all the teachers except those of the cities and certain villages—but the people are an important factor in giving to a school its highest degree of success, but we do not to any considerable degree reach them in our institutes. Usually very few, except teachers, attend the day exercises; the evening lectures, however, which are of a more general character, call out a large attendance of citizens. In some States it is customary for the people to attend the regular day exercises, particularly in the afternoon when they are present in large numbers. Such attendance must lead to the development of a healthy public sentiment in favor of a liberal and intelligent support of public schools, which must be of the greatest value; for neither teacher nor trustee can go far in advance of the people. It, therefore, becomes an important question whether special efforts ought not to be made to bring them into the institutes.

SPELLING CONTESTS.

The spelling contests have been continued during another year, and with unabated interest, and it is believed that the results have convinced the teachers that spelling has been seriously neglected in the schools and that it can not be learned merely as an incident in connection with classes, but that it requires a daily exercise devoted to the one principal purpose of learning to spell.

TRAINING CLASSES.

The development of the training class under the direction of the Department of Public Instruction has become a question of vital importance to the interests of the common schools. These classes present the most feasible, in fact the only means of supplying the rural schools with trained teachers, and institutes being universally recognized as important agencies in the improvement of teachers of all grades, certainly members of training classes should always be present at institutes held in the commissioner district in which the class is located, yet many are not present. Various reasons are given for their absence, the chief of which is that they can not afford the expense of travel and board, yet their attendance is so important that it ought to be possible to devise some means for its accomplishment.

DRAWING.

For a number of years the State has been making strenuous efforts to introduce drawing into the schools, and to that end ample provision has been made for instruction in this branch in all of the institutes, and it has been made a requisite in the examination of all teachers except those of the lowest grade, but this subject is still a more fruitful source of failure to teachers in examinations than any other. Drawing is now taught in the schools of cities and the larger villages, but not to any extent in the single schools in the country, and it is doubtful if many teachers employ drawing in illustrating their own teaching. The question of drawing in the common schools is yet an unsolved problem.

FREQUENT CHANGES OF TEACHERS.

Perhaps the greatest cause of the poor condition of our rural schools is the fact that it is customary in very many districts to retain the services of a teacher for only a single term. When the personal influence of the teacher is just beginning to be felt in its inspiring power upon the pupils, these relations are rudely sundered, often from the

trustee's desire to secure a cheaper teacher, frequently with the mistaken notion that because the school may be smaller during the summer term than during the winter, the teacher, no matter how successful, must give way for one who can be secured for perhaps a dollar a week less. Under such a system pupils must continue to make very slow and unsatisfactory progress. If no trustees were permitted to engage a teacher for a less period than one school year except to fill out an unexpired term, they would be more careful in selecting teachers, and the efficiency of the schools would become apparent throughout the State.

UNIFORM EXAMINATIONS.

The system of uniform examinations of teachers which was adopted seven years ago after it had been repeatedly demanded by various educational bodies of the State, has been the most effectual of all influences in improving the condition of the rural schools, and the improvement has been wrought by rendering it impossible for trustees to employ grossly incompetent teachers. A serious weakness of the system has been greatly improved within the past year, by the appointment of a special board to examine and mark all answered papers of candidates examined. One effect of the uniform examinations is seen in the marked improvement in the quality of the teachers attending the institutes.

TOWNSHIP SYSTEM.

While abundant reasons for the adoption of the township system are well known and unanswerable, yet the system seems as distant as 10 years ago. Our common schools are kept in poor condition by an antiquated district system, and unless the people bestir themselves, the Empire State will soon be left alone in the possession of the worst of school systems. ■

ATTENDANCE FOR INSTITUTE WEEK.

— The law has long furnished an incentive for closing schools for institutes, by providing for adding to the term's attendance a week's average for the time during which school was closed for such institute. Is it not time to abandon that legal fiction? However valuable the institute may be for the interests of the school, it does not furnish school attendance, and ought not to be so counted. If that provision were repealed, another week of actual school would be added to the work of the year, thereby filling out the full minimum school year of 180 days of actual school, save the few legal holidays occurring in term time.

SCHOOL BUILDINGS.

Great improvement is shown every year in school buildings, but it is painful to see numerous examples of great ignorance displayed in the construction of schoolhouses, the principal and necessary features of which have been well settled by general agreement among educators, yet these are continually disregarded by those who draw the plans, and, in consequence, schools are seriously handicapped in their efficiency. An architect may be very successful in planning ordinary public and private buildings, while he is ignorant of the needs of schools. If the State would provide for the constant employment of a thoroughly competent architect whose sole duty would be to draw plans for the construction of schoolhouses and in some measure to supervise their erection schools would be greatly benefited and large sums of money would be saved. He would of course look carefully to the heating, lighting, and ventilation. No plans should be adopted without the approval of the State School Architect.

PAYMENT OF TEACHERS.

It was hoped that the enactment of the law requiring monthly payment of teachers' wages would meet with prompt compliance, but in very many cases teachers of the rural schools are still obliged to wait several months for their meagre wages. Some more stringent legislation seems necessary.

OUTBUILDINGS.

The law enacted a few years since, requiring every district to maintain two separate outbuildings, and that they should be kept in proper condition, has accomplished much good, but its provisions are sadly disregarded, notwithstanding the fact that trustees are required to certify that this provision of law has been complied with.

STATE APPROPRIATIONS FOR SCHOOLS.

Through persistent efforts of school men the annual appropriation for schools has been largely increased. Yet, it is still far below the amount needed to make the schools what they ought to be. The State of New York appropriated for schools last year \$3,860,500, while Pennsylvania, with less population and less wealth, appropriated \$5,500,000. The schools need more State aid.

In conclusion, I wish to bear testimony to the faithful services rendered by the school commissioners, who have uniformly manifested a deep interest in the work of the institutes, and have given me cheerful and intelligent support.

I desire to express to you my appreciation of the marked ability which you have shown in the management of the Department work. As a conductor of teachers' institutes, and as a member of the State Board of Examiners, I have enjoyed exceedingly pleasant relations with yourself and your able assistants, Hon. Jared Sanford, Deputy State Superintendent, and Hon. Charles R. Skinner, Supervisor of Teachers' Institutes and Training Classes, whose active coöperation and support I have ever had, and whose encouraging and instructive words expressed in the institutes have been of great benefit to the teachers.

Permit me in this public manner to express to you personally and to all members of the Department my heartfelt thanks for your many and uniform courtesies in all of our relations.

Yours sincerely,

HENRY R. SANFORD.

PENN YAN, *September 1, 1894.*

REPORT OF PROF. ISAAC H. STOUT.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction :*

SIR.—I have the honor of submitting the following annual report, as conductor of teachers' institutes :

The marked interest in institutes noted in my report of last year has continued in those under my immediate charge during the school year just closed, while from reports received from associate conductors and from commissioners and members of the teaching force from all sections of the State I believe that the work of the year has been more satisfactory to all concerned than in any other year since I have been connected with the Department. The attendance has been large and regular, the interest in the work well sustained, the professional spirit vigorous, and the helpful spirit of experienced teachers and supervising officers noticeable. To all this has been added the intelligent supervision and hearty co-operation of the Department, constantly stimulating the activity and zeal of the entire teaching force.

In the special lines of work provided by the Department, the results have proven satisfactory, and the determination by the Department to continue and strengthen the work in drawing and primary methods meets with general approval.

The benefits arising from the special exercises in spelling and mental arithmetic are unquestioned, and a continuance during the coming year of the plan of some special line of work, to be determined

by the Department and presented in each institute, will undoubtedly be productive of equally good results. In this connection I would respectfully suggest work based upon some specific pedagogical reading to be prescribed by the Department for all members of the institutes.

The official note-books issued for use in the institutes have contained much information valuable to teachers and have given general satisfaction. I would recommend that they be supplied during the present year.

¶ While the Department is sparing no exertion to improve the qualifications of teachers, the general public seems to lack in appreciation of the difference in qualifications represented by the several grades of certificates, and the holders of higher grades are consequently brought in disastrous competition with those holding lower grades. A partial remedy, at least, for this condition of affairs would be an apportionment to school districts, of the State school funds, varying somewhat according to the grade of certificate held by the teacher in the district. As an illustration of the plan suggested, I cite the article in your annual report of 1894, descriptive of the school system of Nova Scotia. Such a method of apportionment would produce two desirable results—one, to induce trustees to secure, if possible, teachers holding higher grades of certificates; the other, to induce teachers to make extra exertions to secure such certificates. The present system of uniform examinations, with all answer papers marked at the Department, is admirably adapted to the plan suggested, an essential feature of such a method of apportionment being an undoubted uniformity of requirements for the granting of certificates.

It seems eminently just and fitting in closing this report that recognition should be made of your deep interest in the institute work of the State, evidenced in the organization of a special bureau in the Department for its closer supervision and direction, by your liberality in expenditure for institute purposes, by your presence at so great a number of the meetings, and by your counsel and advice in regard to instruction and management, all of which have been important factors in the development and success of that work—a success that will redound to the credit of your administration.

I desire to acknowledge my obligations to the Department for prompt and cheerful assistance and unfailing courtesy.

All of which is respectfully submitted.

ISAAC H. STOUT.

GENEVA, *September 1, 1894.*

REPORT OF PROF. A. S. DOWNING.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

SIR.—In compliance with your request, I herewith respectfully submit the following report of the institute work which came under my observation during the school year ending July 31, 1894.

The interest, professional spirit and enthusiasm of the teachers in attendance was in every respect equal to that of the preceding year. The teaching force of the State as represented in the institutes is maturing, under the direction and stimulus of the State Department, into a well-equipped, refined body of ladies and gentlemen.

There were more men enrolled last year than in the corresponding institute of the year previous. This, to me, is a hopeful sign of increasing respect for the work and evidence of better compensation for teaching that will induce young men to devote their energies thereto.

The one incident of the work which was new to me was that of graded, or sectional institutes. During the week of December 18–22, 1893, with Dr. Henry R. Sanford I conducted such an institute at Cooperstown, Otsego county. The experiment was not only not a failure, as I feared it might be, but in the minds of all the teachers present, so much of a success was it, that by unanimous vote they asked that the experiment be tried again this year at Oneonta.

The chief difficulty arose from using two buildings instead of one for the grade work. There were not sufficient grades. The program was not adjusted to prevent teachers shifting from one grade to the other. In spite of these objections the institute may be considered a success.

My second experience with a graded institute was at Saratoga Springs during the week of April 9–13, 1894. It was held for the second commissioner district of Saratoga county. The plan was different from that of Otsego county. There were three sections—Primary, Intermediate, and Advanced. These three sections were in different rooms under different instructors each hour in the forenoon. The instruction was along the line of subject-matter, methods and devices adapted to the several grades. In the afternoon the whole institute assembled in the room and the instruction was along the lines of school economy, literature and matters of broad educational interest.

The evening exercises were planned for entertainment, with instruction as an incidental feature. The members elected each morning which section they would attend that forenoon. They adhered to their choice. The program was so arranged that little or no advantage could be gained by *changing from one section to another.*

The board of education, under the advice of Superintendent Kneil, closed all the schools of Saratoga for the entire week. So well satisfied with the result were the superintendent and teachers that Commissioner Hall was assured that, in case a similar institute shall be held in his district, the schools of Saratoga Springs will be closed that the teachers may attend.

It is unsafe to make general deductions from a single example, but my experience with these two institutes opened up a new field of greater usefulness for institutes in *some districts*. There are districts in which to hold sectional institutes would not be advisable, but those institutes in which there are several large graded schools represented as well as a number of schools employing three or four teachers, can be made more useful by judicious division of work than by the common plan.

There will be no lack of *esprit de corps*. On the contrary, I think that there is greater sympathy and enthusiasm for the work.

Prof. Hendrick and myself having been assigned to the institute for Otsego county to be held at Oneonta the week of December 11-21 next, I shall study the result with much care, that my next report may verify or refute in a measure my present belief.

Much life has come to the institutes from the singing after each recess. When there is a live musician to preside at the piano or organ the teachers have enjoyed the work all the more because of the music. The result has been the introducing of singing into many of the schools represented in the institute.

The success of the institutes must finally depend, in a large measure, upon the commissioners. To them is due my public acknowledgment of uniformly efficient service, assistance and courtesy.

Much profit accrued from the visits of yourself and those associated with you in the Department. There is no doubt in my mind of the value of the presence of some one direct from the office at every institute. In case of duties which prevent the attendance of the Superintendent or some one of those at the head of the departments, members of the board of examiners can inspire confidence in the work of the office by practical talks upon the workings of the examinations, and the correcting of the papers at Albany.

Acknowledging the cordial support and hearty co-operation of yourself and all connected with the office, and congratulating you upon the steady advance which education has made each successive year of your administration, I am

Very respectfully,

AUGUSTUS S. DOWNING.

/ PALMYRA, September 1, 1894.

REPORT OF PROF. WELLAND HENDRICK.

Hon. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

DEAR SIR.—I conducted during the past school year 22 institutes. At these institutes assistance was given as follows: Normal school teachers at 19; local teachers and superintendents at 13; institute instructor in drawing at 9; institute instructor in primary branches at 11; representatives of the Department of Public Instruction at 9.

The normal school help was excellent, and as the benefit is not alone to the institute, but also to the schools represented, it is my opinion that such help should be a part of every institute.

I deem it unfortunate that but a little over 50 per cent. of my institutes had local help. There appears to be a decrease in the number of local teachers who take part in this work. This may be because it is difficult to find the right persons, or because the Department is so generous in furnishing paid assistants. However this may be, it seems to me that the school commissioners, on whom the responsibility largely rests in this matter, should be on the alert to discover and bring out local instructors. There is a spirit in the instruction of those who come fresh from the classroom, that we who are continually telling how to do, and not doing, can not give to our institute work.

The presence of the Superintendent of Public Instruction, the supervisor of teachers' institutes, and the examination clerk, was an inspiration to the institutes which they attended. The acquaintance of the teachers with these officers must be for the good of our school system.

A gratifying feature of the year was the presence of many teachers exempt from attendance. The return of these teachers, who left the institute upon the passage of the act exempting them, is among the many signs of a higher enthusiasm among teachers for institute work. Right here I wish to record my belief that we have carried the matter of requirements, regulation and penalties, perhaps not too far, but at least far enough; and that the problem before us is not how much more we can require, but how much we can get the teachers to do which is not required.

In conclusion, I congratulate you on the marked increase in fraternal feeling between the teachers of the State and the Department of Public Instruction.

Respectfully,

WELLAND HENDRICK.

CORTLAND, *September 1, 1894.*

REPORT OF PROF. A. C. McLACHLAN.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction*:

DEAR SIR.—During the year 1893-4 I conducted institutes in 16 counties of the State. In every place I found a disposition on the part of teachers to make the most and best of the opportunities afforded by the institutes for improvement in professional work. The attitude of the teachers was uniformly one of hearty co-operation in imparting and receiving aid. The “all-sufficient, self-sufficient, inefficient” teacher, once so common in the institutes, was seldom seen. The vigorous and efficient policy of the Department of Public Instruction to raise the standard of qualification for teaching has put a more earnest spirit into the whole teaching force of the State.

The unusual interest manifested by the State Superintendent and the supervisor of institutes in visiting the teachers assembled in the various commissioner districts did much to arouse and encourage and inspire the teachers.

The aid from the normal schools was efficient, and, in every case, it was cheerfully given. This spirit of co-operation is doing much to unify the work of the institutes and the normal schools. The subject about which there is the least unity as it is presented in these two departments of educational work is drawing. From want of unity, confusion has arisen, which is preventing the progress of drawing in the schools.

Underlying all the instruction given in the institutes have been the following principal thoughts: The end to be kept in view in education is character. It is not the text-book, but the child that is to be taught. The book is for the child, not the child for the book. It is not the teaching of an important fact, but the development of a correct habit that is chiefly essential. It is not knowledge but the attitude of the mind toward knowledge that should receive first consideration. “The mind is not a storehouse and education is not storage.” The mind is an acting, thinking, inventing, comparing, contrasting, associating organism. The object of intellectual training should be to develop in the mind the power and habit of acting vigorously and independently, thinking clearly and rapidly, comparing and contrasting justly, and associating and classifying properly.

In the teaching of methods, a few underlying principles adopted by great educators of the past and the present, were thoroughly taught, and a persistent effort was made to show their practical application in all the work of the schools. Notwithstanding the excellent work done

in the normal schools of the State and the increased attendance at these institutions, it is evident that a very large proportion of the teachers in the district schools have not enjoyed the advantages of normal training. Because of the low wages paid in these schools, this state of affairs is likely to continue. It is, therefore, important that the State continue to increase the efficiency of the institutes and the training classes, since through them alone are many of the teachers of the country schools trained.

The course of reading in methods and school management, recommended to the teachers by the Department, is bringing forth good fruit. Teachers are more generally learning that by reading a few good books quietly at their homes they can obtain much of the kind of help that they would get at greater expense in normal school or college.

Altogether, it may fairly be said that no year in the educational work of the State has been marked with more efficient work or more decided progress than the year that has just closed.

A. C. McLACHLAN.

SENECA FALLS, September 11, 1894.

3. REPORTS ON DRAWING AND PRIMARY WORK.

REPORT OF MISS GRATIA L. RICE.

Hon. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

DEAR SIR.—The work of the school year 1893-4 has been in advance of that accomplished during the previous year, inasmuch as the plan has been placed upon a progressive basis, and each year's work specially arranged to carry that of the preceding year into a deeper and broader understanding of the subject.

In this plan has been considered, not only the young and inexperienced teachers whose sojourn is often temporary, but those who remain in the schools as their life work.

We wish to give attention to all and to render the institute work a source of interest and benefit. As its proper place the subject of color is foremost and has been continued through the counties which did not receive such instruction the previous year.

The subject of color has been received with interest, even enthusiasm. Through this medium much is expected in the line of æsthetic culture, not merely to please and entertain in the schoolroom, but to awaken and develop a finer sense and a keener appreciation and love of the beautiful—to say nothing of its inestimable value in mercantile

pursuits. The Syllabus in Drawing, issued during the last year, portrays very fully the aim and purpose of the work, although we would recommend to teachers in the primary grades the possibility of simplifying the course of instruction in the study of type forms. We do not hesitate to say that it is obvious that much valuable time has been expended, and the interest in the work relaxed, as the result of oft-repeated and long-drawn out lessons on "Form Study." The old plan has become obnoxious to both teachers and pupils — therefore it will be wiser for all to adopt a more spirited study of the types for the primary grades. Much can be accomplished in this line, in a surprisingly short time. We admit the types serve a certain purpose, but would be pleased to see them laid aside at the earliest possible moment, and call the attention of the pupils to Nature, whose "Grand Arcanum" reveals the proper place and means to arouse perception and interest, and to develop mental activity.

As wood and field, hill and dale, unfold the constant change and ever-varying forms of life and beauty, in the manifold stages of her development, may be found every facility for fulfilling our highest aspirations in the study of this most interesting subject.

Further, in regard to the plan of the work, it is noted that pupils in the first three years are not required to practice certain lines nor to draw in *three* dimensions.

After varied experiences in this line I firmly believe that young pupils can not intelligently nor satisfactorily do work in more than two dimensions, and to secure desired results the pupil must understand *measure*, which has been wholly ignored in the past. This should be taught from the beginning of his handwork, and as time passes he will fully appreciate what this drill in measure has done for him, as will also his teachers all along the line, and especially in mathematics. The features of the work above mentioned are directly contrary to past methods. Believing that a foundation must be laid equal to the proposed weight to be borne, I consider the steps taken will prove to be decidedly for the better and of practical advantage to pupils. The work of the grammar grades is so clearly defined that I would respectfully refer the reader to the syllabus for further points and changes in method.

In regard to teaching this subject, a word seems almost necessary in view of the fact that there are those who have the temerity to say that "it is not necessary to be able to *draw* to *teach drawing*," and "that they are not looking for results on paper, but to the development of the child." No intelligent person questions the necessity that a teacher of arithmetic should have the ability to solve all problems

which may come to her, or thoroughly understand whatever subject she may be required to teach. As a civil engineer is judged by his work and this work the expression of his knowledge, surely in a lesser degree should the handwork of the child be the expression of his understanding or presupposed knowledge. The idea of the development of the child is right, but I can not discard the one point where the very fullness of his development might be exhibited. We find, however, the teachers who give expression to such ideas are those who have no inclination or ability to *do*, and, therefore, depreciate its value in the general work. Furthermore, the full rounding and development of a child does not rest wholly with the teachers of drawing, and if he or she will devote the time to that which comes within their sphere, and train the hand to a quick and accurate expression of thought, his or her work will be fully and well done. In regard to teaching perspective, while some teachers disapprove teaching this branch of drawing, we believe that it is absolutely necessary to an accurate or satisfactory piece of work. A special feature of the new work is blackboard illustrating, through which we hope to lighten, in no small degree, the labors of the class teacher by her ability to illustrate her lessons, by which means she may daily unfold many knotted questions for her little flock and gain increased interest on the part of the pupils, which means added mental activity, and to her power as a teacher. Enough can not be said in favor of this mode in connection with general work, and particularly through the primary grades, although this use of the crayon is equally beneficial throughout the grammar and high school course.

The plan of work found in the old course of study prepared by the commissioners has been revised, and in the revision the drawing has been wholly changed to accord with the syllabus. We believe that the demands of this course are not extravagant, and that all work suggested can be easily and happily carried out. That teachers will not assume knowledge of drawing without the power and skill to demonstrate that knowledge we entreat. Then we trust that a complete realization of this truth will be convincing.

I wish to thank you, Mr. Superintendent, for the appointment of Miss Florence Browning Himes as assistant instructor in drawing. She has proven her ability to do good work, and her hearty sympathy with the advance steps taken and those contemplated. I wish also to thank you for your generous provision for materials with which to further our efforts.

Throughout the work we have not forgotten the co-operation of all, and as art enters every line of education, we may hope to see in time the influence of work now accomplished.

Of the conductors, commissioners and teachers at the institutes, I have only kind thoughts and pleasant words for the courtesies extended. To the conductors especially I wish to express my full appreciation of their loyal support in every point of our work and methods adopted.

Respectfully submitted,

GRATIA L. RICE.

BUFFALO, September 1, 1894.

REPORT OF ASSISTANT INSTRUCTOR OF DRAWING.

REPORT OF MISS FLORENCE BROWNING HIMES.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

DEAR SIR.—I herewith submit report of work during the latter part of the school year ending July 31, 1894, dating from my appointment as a member of the institute faculty.

Following the work which Miss Rice so happily inaugurated two years ago, and since that time has been so ably and successfully carrying on, I have found everywhere an eager and continued interest in the drawing. I have endeavored in every respect to adapt my line of instruction in accordance with Miss Rice's preconceived plan, which I most heartily indorse, so that the drawing work throughout the State might everywhere be kept uniform as nearly as might be.

A strong point for the new State course it seems to me lies in the fact that the subject of drawing is clearly classified, the instruction at the institutes is graded, thereby showing not only the breadth of the subject, but its application to the different industries, and at the same time encouraging faithful and experienced teachers to acquire some proficiency in the subject since they know that they are to have advanced work as soon as they are prepared for it.

Our only regret is that so many teachers are still young and inexperienced, due to the fact that so large a proportion of the younger teachers drop out of the profession each year, leaving their places to be supplied by others as inexperienced. We can see marked improvement in this line, however, due largely to the raising of the qualifications of teachers through the uniform system of examination.

Some have asked, "Is not drawing receiving too much attention just now?" or "Is it not requiring more preparation at examination time than any other subject?"

In considering the latter question first, I would suggest that no one should imagine that two or three weeks spent in cramming for an examination in drawing by *reading* various *systems* of drawing is a greater length of time than from 12 to 20 years or more of patient and steady work in arithmetic, geography, or grammar, in which we have not even yet acquired perfection. The subject is comparatively new to the teachers of the State, at least as at present considered in the course laid down by the Department, for we have had too much "talky, talky," as William Morris Hunt so aptly expresses it, and are only beginning to realize that "*art* means something *accomplished*." Therefore, we feel fully justified in the time spent upon it.

We find it on record that the French imperial commission appointed in 1863 to consider the best means of advancing the art education of France, with the view of improving its industrial facilities, after pointing out how much French industry was indebted to the drawing schools of that country, reported in 1865 that "among all the branches of instruction which in different degrees, from the highest to the lowest grade, can contribute to the technical education of either sex, *drawing*, in all its forms and applications, has been almost universally regarded as the one which it is important to make common." And the conclusion is drawn that drawing should be an obligatory exercise in the public schools. We are told over and over again by manufacturers of the thousands of dollars spent for design, every dollar of which must go to England, France or Germany. Truly, "industrial supremacy is the prize of industrial education," and "the nation most quickly promoting the intellectual development of its industrial population must advance as surely as the country neglecting it must inevitably retrograde."

Aside from the practical value of drawing—for I hardly know a career in which drawing would not be useful, if not absolutely necessary, for the very simple reason that it teaches careful observation, a memory of what one has seen, and the expression of thought by form—we all recognize its educational value. The basis of all education must be perception, so that learning to do anything well, as well as learning to draw well, must depend upon first learning to see correctly.

We wish that children should learn to draw as they learn to write, to aid them to understand and to illustrate the subject-matter in hand. Every child shows some disposition to draw early. He should be encouraged in this, and such a mystery should not be made of the subject of drawing, for he is naturally an observer, and has a true eye, and

by governing ourselves so as not to discourage this inclination, but on the contrary to develop it, we may be able to open an independent career for him — to put him in the way of being a useful man.

With no help and encouragement, the child gradually loses its desire to draw, gets interested in other things, until the wish to draw again breaks out, and then double effort is required to get the facility which might have been gained insensibly.

We must teach the subject of drawing *for all it is worth*, (in every school of the State and in every grade of the school) and I am sure we shall not be disappointed in the results accomplished. "The teaching is to the teacher, and comes back most to him."

It gives me great pleasure to acknowledge the uniform courtesy and consideration at all times received from those with whom I have been associated in my work, and I wish especially to thank the conductors of our institutes for their constant interest in our work and loyal support of the same. The State of New York may well be proud of its school commissioners and its teaching force, and nothing but pleasant memories come to me as I review my work among them during the spring of 1894.

To the Superintendent himself I would tender hearty thanks for the generous hand with which he has helped on our work, and for his never failing interest and kind encouragements; also to the Deputy Superintendent for his many cheerful words and uniform courtesy and thoughtfulness.

Very respectfully submitted,

FLORENCE BROWNING HIMES.

ALBANY, *September 1, 1894.*

REPORT ON PRIMARY WORK.

REPORT OF MRS. B. ELLEN BURKE.

HON. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

DEAR SIR.—I respectfully submit to you the following report of my work in teachers' institutes for the school year ending July 25, 1894.

During the year I assisted in 60 institutes in different commissioner districts. A large majority of the teachers whom I met at these institutes are engaged in instructing young children, and only a small number have had special preparation for the work.

There is a custom prevalent in many parts of our State of putting the inexperienced, untrained men and women into the primary schools, *and, when they have acquired skill by practicing upon young children, then promoting (?) them to do advanced work at an increase of salary,*

This custom is unwise, and the people are gradually becoming conscious of its pernicious effects. Work done in the primary school can never be undone; habits formed in childhood can never be wholly eradicated. The importance of having trained teachers, cultured men and women, in the lower grades as well as in all grades of school, can not be overestimated.

In the country schools young teachers are largely employed, and such teachers, with none of the helps to be obtained from daily association and interchange of views with other teachers, or from close supervision as in villages and cities, need all the aid and encouragement the State can give them. Now that commissioners are relieved from the examination of first and second grade papers, more attention can be given to the supervision of country schools.

The work to be done in the ungraded schools is a difficult one, a single teacher being obliged to take all grades and subjects, besides performing the duties of superintendent and janitor. Only teachers of known worth, or those who have had special preparation for the work, ought to be employed in such schools. The meagre salary paid to teachers in the country schools is often inadequate to secure the proper services. In the institutes of 1894-95 special attention should be called to the wise words on this subject to be found on pages 18 and 19 of your annual report of 1893.

Suggesting a line of work and study to young teachers, endeavoring to make them realize their own capabilities, their power to achieve the measure of success gained by others, cultivating hopefulness, presenting the importance of the work, giving lessons to classes of children, have been some of the things I have tried to do in the institutes.

Engaged in the work of teaching in this Empire State are some of the noblest of men and women, all anxious to do their work well, willing to make any effort at a sacrifice of time and energy to better the condition of children. We can but feel that our great commonwealth is safe when its future rulers are being guarded and guided by such teachers.

I have found the work pleasant, and have received uniform kindness from all school officers, teachers and associate workers.

Special thanks are due from me to you, to the supervisor of institutes and to all connected with the Department for courteous kindness and generous support.

Very respectfully,

MRS. B. ELLEN BURKE.

MALONE, *September 1, 1894.*

4. LAW REGULATING ATTENDANCE AND CLOSING OF SCHOOLS.**TITLE X OF CONSOLIDATED SCHOOL ACT.**

Section 1. It shall be the duty of the superintendent of public instruction to appoint a teachers' institute once in each year in each school commissioner district of the state, for the benefit and instruction of the teachers in the public schools, and of such as intend to become teachers, with special reference to the presentation of subjects relating to the principles of education and methods of instruction in the various branches of study pursued in the schools. After consultation with the school commissioners, the said superintendent shall have power to determine the duration of each institute and to designate the time and place of holding the same. He shall also have power to employ suitable persons, at a reasonable compensation, to supervise and conduct the institutes, and, in his discretion, to provide for such additional instruction as he may deem advisable and for the best interests of the schools. He may also, in his discretion, appoint an institute for two or more commissioner districts. He shall establish such regulations for the government of institutes as he may deem best; and he may establish regulations in regard to certificates of qualification or recommendation which may be issued by school commissioners as will, in his judgment, furnish incentives and encouragement to teachers to attend the institutes. So far as consistent with other duties imposed upon him, the superintendent shall visit the institutes, or cause them to be visited by representatives of the department of public instruction, for the purpose of examining into the course and character of instruction given, and of rendering such assistance as he may find expedient.

§ 2. It shall be the duty of every school commissioner, subject always to the advice and direction of the superintendent of public instruction, and in such form and manner as may be deemed most effectual, to notify all teachers, trustees, boards of education and others known to him, who may desire to become teachers under his jurisdiction, of the time when and the place where the institute will be held. The school commissioner shall make all necessary arrangements for holding the institute when appointed; see that a suitable room is provided; attend to all necessary details connected therewith; assist the conductor in organization; keep a record of all teachers in attendance; and notify the trustees of the number of days attended by the teachers of the various districts, which shall be the basis of pay to such teacher for attendance as hereafter provided. He shall also transmit to the superintendent of public instruction at the close

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of each institute, in such form, and within such time as the superintendent shall prescribe, a full report of the institute, including a list of all teachers in attendance, the number of days attended by each teacher, with such other statistical information as may be required. He shall present a full statement of all expenses incurred by him in carrying on the institute, with vouchers for all expenditures made, accompanying the same by an affidavit of the correctness of statements made and of accounts presented.

§ 3. The school commissioner shall have the right to hold an institute when appointed in any school building in any district under such commissioner's jurisdiction which receives public money from the state, without expense therefor to the state beyond a reasonable allowance to said district for lighting, heating and janitor service, provided always that due and proper care shall be maintained, and the school building left in the like condition as found as regards cleanliness and neatness.

§ 4. All schools in school districts and parts of school districts within any school commissioner district wherein an institute is held, not included within the boundaries of an incorporated city, or certain union free school districts hereinafter mentioned, shall be closed during the time such institute shall be in session. The closing of a school within the school commissioner district wherein an institute shall be held, at which a teacher has attended, shall not work a forfeiture of the contract under which such teacher was employed. In union free school districts having a population of more than five thousand, and employing a superintendent whose time is exclusively devoted to the supervision of the schools therein, the schools may be closed or not, at the option of the boards of education in such districts. The trustees of every school district are hereby directed to give the teacher or teachers employed by them, the whole of the time spent by them in attending at an institute or institutes held as hereinbefore stated, without deducting anything from the wages of such teacher or teachers for the time so spent. All teachers under a contract to teach in any school commissioner district shall attend such institute so held for that district, and shall receive wages for such attendance.

§ 5. In the apportionment of public school money, the schools thus closing in any school time shall be allowed the same average pupil attendance during such time, as was the average weekly aggregate during the week previous to such institute, and any school continuing its sessions, in violation of the above provision shall not be allowed any public money based upon the aggregate attendance for

the period during which the institute was held. Trustees and boards of education in such school districts and parts of school districts shall report, in their annual reports to the school commissioners, the number of days and the dates thereof on which a teachers' institute was held in their districts during the school year, and whether schools under their charge were or were not closed during such days; and whenever the trustees' report shows a district school has been supported for the full time required by law, including the time spent by the teacher or teachers in their employ in attendance upon such institute, and that the trustees have given the teacher or teachers the time of such absence, and have not deducted anything from his or their wages on account thereof, the superintendent of public instruction may include the district in his apportionment of the state school moneys, and direct that it be included by the school commissioner or commissioners in their apportionment of school moneys; provided, always, that such school district be in all other respects entitled to be included in such apportionment.

§ 6. Willful failure on the part of a teacher to attend a teachers' institute as required, shall be considered sufficient cause for the revocation of such teacher's license, and a willful failure on the part of trustees to close their schools during the holding of an institute as required, shall be considered sufficient cause for withholding the public moneys to which such districts would otherwise be entitled. Any person under contract to teach, for the term in which an institute is held, in a school in any commissioner district is required to attend an institute, if held for that district, even though at the time the school is not in session, and shall be entitled to receive wages for such attendance.

§ 7. The treasurer shall pay, on the warrant of the comptroller, to the order of any one or more of the school commissioners, such sum or sums of money as the superintendent of public instruction shall certify to be due to them for expenses in holding a teachers' institute; and, upon the like warrant and certificate, to pay to the order of any persons employed by the superintendent as additional instructors to conduct, instruct, teach or supervise any such teachers' institute.

§ 8. There shall be annually appropriated out of the free school fund the sum of thirty thousand dollars for the maintenance of teachers' institutes.

5. TEACHERS' INSTITUTES—INSTRUCTIONS TO COMMISSIONERS.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, December 1, 1893. }

To School Commissioners:

Teachers' institutes will be held at such times of the year as commissioners may desire, so far as practicable, but not in the period between the 15th of June and the 10th of September, nor usually during the weeks in which the Regents' examinations or legal holidays occur. It is always advisable to hold institutes during the early part of the school year if they can be arranged. Commissioners should decide upon the week which they prefer and advise us at an early day, even though they desire a time late in the year. This will enable us to lay out the work more thoroughly and acceptably, and employ the conductors more advantageously than can be done when commissioners delay arrangements until the near approach of the time when they desire the institutes to be held. As a rule an institute will be held for each commissioner district. It will continue for one week and be held once in each school year. Union institutes will be arranged whenever desirable.

But one conductor will ordinarily be assigned to an institute. Help will be extended from the normal schools, and commissioners will invite prominent local teachers to supply occasional exercises. The Department will see to it that no institute shall fail for want of help, but commissioners are cautioned against letting their own anxiety for successful institutes lead them to ask for more outside help than necessary.

The institute conductors now available for the work are : Henry R. Sanford, A. M., Ph. D., Penn Yan; Isaac H. Stout, A. M., Geneva; Augustus S. Downing, A. M., Palmyra; Welland Hendrick, A. M., Cortland; A. C. McLachlan, A. M., Seneca Falls. Special instructors : Drawing, Miss Gratia L. Rice, director, 13 Wadsworth street, Buffalo; primary work, Mrs. B. Ellen Burke, Malone.

In districts having large villages with union schools it is advisable that the commissioner should confer with the school authorities of such villages as to the time of holding the institute, and that whenever possible it should be held at a time which will be most pleasing to such places. It will ordinarily be found that this will prevent friction and secure that cordiality of co-operation which is highly essential to the institute.

In giving notices of institutes, commissioners will be particular to call the attention of all trustees to the provisions of section 5, title 10 of the Consolidated School Law, requiring the closing of the schools and the attendance of the teachers. The statute is mandatory. It allows no alternative but to close the schools. A teacher can not be paid from public moneys *for teaching* during institute week, although he must be paid for attendance upon the institute. Trustees violating this statute either directly or by subterfuge will render themselves liable to the penalties provided by law for such violation.

Willful failure on the part of a teacher to attend a teachers' institute will be considered sufficient cause for the revocation of such teacher's license. Any person under contract to teach in a school in any commissioner district is required to attend an institute held for that district even though at the time the school is not in session, and shall be entitled to receive wages for such attendance.

At the close of the institute, commissioners will certify to trustees the time of the attendance of the teachers in their employ, and they will also report to this Department any failure on the part of trustees or teachers to comply with the law.

In arranging for and carrying on institutes, you will be guided by the following regulations:

1. The Department of Public Instruction will be represented in every institute by the principal conductor who will have full control of the proceedings of the institute.

2. On receiving official notice from this Department of the appointment of an institute for your district, you will send notices of the same, printed on postal cards, to all your teachers, and to all the newspapers printed in the district, as items of news. But you must not incur any liability on the part of the Department for newspaper advertisements. Correspond immediately with the principal conductor, and with him arrange the program of exercises for the week.

3. Invite some of your most advanced and experienced teachers to present exercises. On application to this Department assistance may usually be obtained for a day or two from one of the normal schools. The Superintendent will not, under any circumstances, be bound by contracts made by commissioners with other instructors or lecturers.

4. Secure ample accommodations for the sessions of the institute, using a schoolhouse in preference to any other building, when a suitable one can be obtained. Pay particular attention to good light, ventilation, heating, pleasant surroundings and janitor service. It is believed that the use of a schoolhouse, courthouse or other public

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Building can be readily obtained in every county for the purpose of an institute, and, in view of the local benefits thereby conferred, without charge to the State.

4. When the estimated expenses of an institute exceed \$25 a detailed statement must be submitted to this Department for approval before the arrangements are completed. In every case where persons are employed, or any expenses are incurred, commissioners should make, in advance, a definite and positive contract, that they will not become personally liable for the payment of charges so unreasonable and exorbitant that the Superintendent can not pay them.

5. Arrange for board of teachers, through a local committee or personally, on the most favorable terms obtainable; but make no arrangements for a shorter time than the entire session.

6. When possible secure from railroad companies and stage lines reduced rates of fare for members of the institute.

7. The Department will furnish note-books for use at all institutes, containing educational maxims and much useful information, which will be forwarded with other institute supplies. This book contains 32 pages for notes. Commissioners will have institute programs printed on plain, white or tinted paper of good quality, not over seven inches long by five inches wide. This size will allow programs to be placed in the front of the note-books for convenience. Programs in any way suitable can be had at from \$3 to \$5 depending upon the number required. The Department can not audit bills for elaborate programs. Ribbons and tassels are neither necessary nor appropriate.

8. As soon as practicable, issue your program of exercises, and send a copy to each teacher employed in your district; also send five copies to this Department, two to each member of the institute faculty, one to each school commissioner in the State, and one to the Commissioner of Education at Washington.

9. Provide blackboards, crayons, erasers, pointers, a piano-forte or organ, and such other appliances as may be necessary, and have them placed ready for use, before the opening of the institute. Lead pencils, and printed music for all the members of the institute, will be supplied through the Department. If a suitable blackboard can not be supplied, employ the conductor.

10. The janitor should be present during the entire session, and be required to devote his whole time to his work.

11. Do not omit evening sessions to favor any other object or interest.

13. Do not allow any admission fee to be charged to any exercise or session of the institute. Do not allow itinerant lecturers or readers to find their way into the program. Take a decided stand against suppers, festivals, or entertainments of any kind gotten up in the neighborhood during the institute for the purpose of securing patronage from the teachers.

14. Do not hold examinations of candidates for commissioners' certificates at any time during, or in connection with, the session of the institute.

15. During the sessions of the institute, day or evening, *be particular to insure good order in the room and about the premises.*

16. Make all necessary arrangements for the evening exercises and assume charge and direction of the same. Evening addresses will be delivered by the conductor, a principal of a normal school, or other persons prominent in educational work. At times it may be well to invite some prominent person in the locality to occupy an evening. It is entirely appropriate that teachers' associations should occupy some of the evenings of the week, in such way as they may think best. But care should be taken that the time is occupied only by addresses upon *educational* subjects, or by exercises which promote the primary purposes of the institute.

17. You will register members on Monday from 10:30 A. M. till noon; from 1 to 2 o'clock, P. M., and at the recesses. No person is to be registered after Monday, without the approval of the conductor. You will notify teachers of this regulation in all your notices of the institute. All teachers, members of training classes, and other persons over 16 years old who intend to teach within a year, and to be in regular attendance during the week, and no others, may register as members of the institute.

18 Appoint a proper person to act as secretary. You will have charge of the records and secretary's minutes, not allowing these matters to interfere with the regular exercises of the institute. In addition to the regular secretary, at the opening of your institute, you will select some teacher, who has aptitude for such work, as Department reporter, who will keep a brief record of the general exercises, stating subject, character and length of exercises, names of instructors, number of teachers in attendance, and such other facts as may be deemed important, refraining from lengthy expressions of opinion, and confining the report to actual facts. This record should be submitted to the commissioner, and transmitted promptly to the Department. It must be understood that no compensation can be allowed for the services of the

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secretary or reporter. (The purpose of this regulation is to obtain prompt information concerning the institute in advance of the regular stated report, in order that it may be used as a reference in appointing future institutes in your district.) It is also desired that teachers should be invited to address the Department by letter, freely expressing their view concerning the institute, with liberty to offer suggestions regarding institute work.

19. The regular work of instruction will begin at 2 P. M., on Monday, and end with the close of the Friday afternoon session.

20. You will forward to this Department *promptly at the close of the institute* the register of attendance and account of expenses, with full statements and vouchers, a blank for which with *necessary instructions*, accompanied by registry cards, certificates of attendance, note-books and other circulars and blanks necessary for your use, will be forwarded to you during the week preceding the institute. If your report is correctly made and verified, and accompanied by the vouchers required, there will be no delay in the payment of the amount of expenses.

Yours very respectfully,

J. F. CROOKER,

State Superintendent.

6. STATISTICAL TABLES.

LIST OF TEACHERS' INSTITUTES HELD FROM SEPTEMBER 11, 1893, TO JUNE 15, 1894, SHOWING ATTENDANCE AND EXPERIENCE.

COUNTY.	District.	Place.	Conductor.	Date.	TEACHERS IN ATTENDANCE.			AVERAGE ATTENDANCE.			Aggregate attendance.	AVERAGE NUMBER OF TERMS TAUGHT.		
					Males.	Females.	Total.	Males.	Females.	Total.		Males.	Females.	Total.
Onondaga.....	1	Jordan.....	Stout.....	September 11, 1893.	25	55	120	24	94	118	192	8	6	6
Cayuga.....	1	Weedsport.....	McLachlan.....	September 18	30	116	130	30	104	124	691	9	8	8
Madison.....	1	Canastota.....	Downing.....	September 18	12	124	135	11	118	129	645	14	9	10
Erie.....	1	Williamsville.....	Henrick.....	September 18	25	77	103	22	75	97	454	7	7	9
Allegany.....	1	Angelica.....	Stout.....	September 18	12	130	152	21	128	149	748	4	6	6
Allegany.....	1	Belmont.....	Stout.....	September 25	23	143	166	23	141	164	880	11	7	8
Onondaga.....	2	Onondaga Valley.....	Downing.....	September 25	25	102	127	25	100	125	637	7	7	7
Schuyler.....	1	Watkins.....	Sanford.....	September 25	30	87	117	28	85	113	585	9	6	7
Wayne.....	1	Lyons.....	Hendrick.....	September 25	39	121	150	35	118	144	722	11	7	7
Cattaraugus.....	1	Franklinville.....	McLachlan.....	September 25	34	149	183	32	143	175	876	9	7	7
Rensselaer.....	1	Hookick Falls.....	Hendrick.....	September 25	21	112	133	20	105	125	630	14	9	10
Dutchess.....	2	Rhinebeck.....	Sanford.....	October 2	18	75	93	17	75	92	462	17	10	13
Lewis.....	2	Lowville.....	Stout.....	October 2	10	116	126	10	105	115	578	14	6	7
Chautauqua.....	3	Kennedy.....	McLachlan.....	October 2	34	95	129	34	94	128	639	7	5	6
Washington.....	1	Cambridge.....	Stout.....	October 9	16	133	149	15	128	143	715	8	9	9
Rensselaer.....	2	East Schoharie.....	McLachlan.....	October 9	23	94	117	22	91	113	561	21	11	13
Erie.....	2	East Aurora.....	Hendrick.....	October 9	27	15	122	26	93	119	591	8	7	7
Queens.....	2	Oxford.....	Sanford.....	October 9	31	148	177	30	144	174	868	8	6	6
Queens.....	2	Rockville Center.....	Downing.....	October 9	27	176	203	27	170	203	1,013	25	10	11
Greene.....	1-2	Caro.....	Stout.....	October 16	43	122	165	42	122	164	737	13	9	9
Wyoming.....	1	Warsaw.....	McLachlan.....	October 16	16	112	128	16	111	127	637	8	8	8
Ulster.....	2	New Paltz.....	Hendrick.....	October 16	24	88	112	22	84	106	530	26	9	13
Livingston.....	2	Danville.....	Sanford.....	October 16	11	72	83	8	65	73	285	8	9	8
Schoharie.....	1	Schoharie.....	Downing.....	October 16	40	71	111	39	71	110	548	14	6	9
Wyoming.....	2	Pike.....	McLachlan.....	October 23	25	90	115	25	88	113	564	8	6	6

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Roboharle	3	Richmondville	Stout	October	53	79	135	56	77	133	663	9	5	7	8	9	1
Geneseo	2	Batavia	Downing	October	23	46	910	45	160	180	971	11	8	10	10	10	2
Delaware	2	Boxbury	Sanford	October	23	73	109	72	118	190	951	8	4	4	4	4	3
Clinton	1	Plattsburg	Hendrick	October	23	88	100	11	91	94	400	4	4	4	4	4	3
Chautauque	1	Mayville	Downing	October	30	95	119	13	84	117	586	4	4	4	4	4	3
Delaware	1	Walton	Sanford	October	30	195	229	44	162	196	1,180	7	7	7	7	7	11
Utster	3	Phonicia	Stout	October	30	85	115	30	84	115	673	12	11	11	11	11	11
Onondaga	3	Fayetteville	Hendrick	October	30	128	158	30	127	157	767	7	7	7	7	7	6
Cayuga	2	Moravia	McLachlan	October	30	144	196	42	143	185	93	5	5	5	5	5	9
Steuben	2	Bath	McLachlan	October	30	181	170	47	159	176	878	10	10	10	10	10	7
Tompkins	1	Trumansburg	Stout	November	13	76	96	18	76	94	465	8	8	8	8	8	7
Chemung	1	Horseheads	Downing	November	13	133	151	18	132	150	747	13	13	13	13	13	7
Maratoga	1	Ballston	Hendrick	November	13	113	132	19	111	130	647	13	13	13	13	13	8
Niagara	2	Wilson	Sanford	November	13	91	115	24	85	108	636	6	6	6	6	6	7
Niagara	2	Middleport	Sanford	November	30	81	81	22	49	71	36	6	6	6	6	6	7
Oneida	3	Canaden	Hendrick	November	30	82	109	27	82	109	544	9	9	9	9	9	6
Orleans	3	Albion	Stout	November	30	172	224	50	170	220	1,103	7	7	7	7	7	8
Steuben	2	Addison	Downing	November	30	138	167	15	127	162	810	9	9	9	9	9	8
Schenectady	2	Schenectady	Stout	December	11	61	75	14	59	73	366	11	11	11	11	11	8
Sullivan	2	Monticello	McLachlan	December	11	96	137	41	95	136	681	11	11	11	11	11	8
Chautauque	2	Westfield	Hendrick	December	11	105	128	23	104	127	627	11	11	11	11	11	8
Ulster	1	Saugerties	Downing	December	11	110	131	10	87	103	518	11	11	11	11	11	14
Putnam	1	Carmel	Sanford	December	11	53	74	21	52	73	367	24	24	24	24	24	15
Otsego	2	Cooperstown	Sanford	December	18	122	179	56	119	172	874	15	15	15	15	15	13
Otsego	2	Cooperstown	Downing	December	18	143	220	75	135	210	1,051	3	3	3	3	3	3
Broome	2	Whitney's Point	McLachlan	December	18	116	134	28	105	133	864	6	6	6	6	6	7
Herkimer	2	Whitney's Point	Stout	December	18	125	154	25	123	148	739	6	6	6	6	6	7
Monroe	2	Spencerport	Hendrick	December	18	110	146	35	107	142	709	13	13	13	13	13	9
Livingston	1	Avon	Downing	January	8	49	116	26	88	114	568	8	8	8	8	8	9
Sullivan	2	Liberty	Stout	January	15	56	132	43	83	137	66	6	6	6	6	6	6
Otsego	2	Fulton	Hendrick	January	15	143	166	23	137	160	500	6	6	6	6	6	6
Yates	2	Penn Yan	Downing	January	22	122	181	52	113	165	823	6	6	6	6	6	6
Monroe	2	Fairport	Downing	January	29	81	153	31	120	151	793	6	6	6	6	6	8
Tompkins	2	Groton	McLachlan	January	29	108	159	37	90	107	536	7	7	7	7	7	8
Madison	2	Hamilton	Stout	January	29	108	159	37	90	107	536	7	7	7	7	7	8
Steuben	2	Canastota	Hendrick	February	5	112	144	30	104	134	669	8	8	8	8	8	7
Otsego	2	Parish	Downing	February	12	77	108	25	76	101	686	5	5	5	5	5	6
Cattaraugus	2	Randolph	Downing	February	12	106	176	40	134	174	871	11	11	11	11	11	11
Orange	2	Walden	McLachlan	March	16	101	117	16	101	117	883	12	12	12	12	12	14
Otsego	2	Sandy Creek	Stout	March	23	148	179	31	147	178	893	12	12	12	12	12	14
Orange	2	Flatbush	Downing	April	2	85	97	11	81	92	463	6	6	6	6	6	5
Otsego	2	Flatbush	Stout	April	2	60	71	10	60	70	370	10	10	10	10	10	13
Kings	2	Whitesboro	McLachlan	April	2	168	187	28	107	115	674	16	16	16	16	16	9
Richmond	2	Stapleton	Hendrick	April	2	77	110	13	87	110	433	16	16	16	16	16	19
Warchester	2	Tarrytown	Sanford	April	9	85	116	13	80	110	553	16	16	16	16	16	18
Rufolk	2	Riverhead	Stout	April	9	118	147	31	114	145	653	16	16	16	16	16	18
Orange	2	Middletown	Sanford	April	9	225	250	23	217	240	1,323	19	19	19	19	19	12
Toga	2	McLachlan	Stout	April	9	225	250	23	217	240	1,323	19	19	19	19	19	12
Queens	1	Flushing	Hendrick	April	9	143	163	19	134	158	764	27	27	27	27	27	14

STATISTICAL TABLES — (Continued).
List of Teachers' Institutes held, showing attendance and experience, from September 11, 1893, to June 15, 1894.

COUNTY.	District.	Place.	Conductor.	Date.	TEACHERS IN ATTENDANCE.			AVERAGE ATTENDANCE.			AVERAGE NUMBER OF TERMS TAUGHT.		
					Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
Saratoga.....	2	Saratoga Springs...	Downing.....	1894.	18	167	185	18	163	184	14	10	10
Seneca.....	2	Parmer.....	Stout.....	April 9	25	100	125	15	92	124	14	10	10
Jefferson.....	1	Adams.....	Downing.....	April 16	33	1-8	171	31	137	169	15	7	9
Albany.....	2	East Berne.....	L. F. Robins...	April 16	21	39	60	21	39	60	13	8	8
Rockland.....	2	Spring Valley.....	Hendrick.....	April 16	31	63	94	30	61	91	22	12	15
Essex.....	3	Springville.....	McLachlan.....	April 16	20	83	103	19	81	100	22	12	15
Jefferson.....	1	Grayton.....	A. B. Davis...	April 23	24	105	129	24	104	128	14	10	10
Ontario.....	1	Geneva.....	Stout.....	April 23	24	120	144	21	111	132	13	7	8
Jefferson.....	1	Babylon.....	McLachlan.....	April 23	21	142	173	20	140	170	13	8	10
Suffolk.....	1	Hewletton.....	Hendrick.....	April 23	20	168	188	18	146	184	13	8	10
St. Lawrence.....	1	Philadelphia.....	Downing.....	April 23	19	143	162	18	142	160	13	8	10
Jefferson.....	2	Moers.....	Hendrick.....	April 30	27	95	122	27	92	119	19	11	12
Ulster.....	2	Port Leyden.....	Sanford.....	April 30	14	105	119	14	102	116	16	8	7
Lewis.....	1	Peek-kill.....	Stout.....	April 30	18	53	111	17	90	107	12	14	14
Westchester.....	2	Port Plain.....	Downing.....	April 30	5	138	195	57	137	194	13	10	11
Montgomery.....	1	Marion.....	McLachlan.....	April 30	34	119	153	31	117	151	15	10	11
Wayne.....	1	Lake George.....	Sanford.....	May 7	58	145	173	37	143	170	24	12	14
Dutchess.....	1	Mateawan.....	McLachlan.....	May 7	38	114	140	38	111	129	24	12	14
Warren.....	1	Windsor.....	Downing.....	May 7	19	133	152	19	134	153	18	10	11
Broome.....	1	Winthrop.....	Stout.....	May 7	52	163	195	32	161	193	25	7	6
St. Lawrence.....	2	Chatham.....	Hendrick.....	May 14	22	102	124	22	100	122	16	9	11
Westchester.....	2	New Rochelle.....	Sanford.....	May 14	18	126	144	18	120	138	24	16	18
Albany.....	1	Slingerlands.....	Downing.....	May 14	34	85	119	31	85	116	27	16	18
Ontario.....	1	Clinton.....	Hendrick.....	May 14	27	120	156	26	127	153	24	16	18
Essex.....	1	Canandaigua.....	McLachlan.....	May 14	18	148	166	18	145	163	13	8	8
Columbia.....	1	Copake.....	Stout.....	May 21	13	72	85	13	71	84	9	8	8
Fulton.....	1	Johnstown.....	Sanford.....	May 21	36	74	110	36	74	110	21	11	13
Herkimer.....	1	Newport.....	McLachlan.....	May 21	37	110	147	32	102	135	27	17	19
Cortland.....	1	Homer.....	Hendrick.....	May 21	29	151	183	29	154	187	27	17	19
Washington.....	2	Granville.....	Stout.....	May 28	19	155	174	19	153	172	9	11	10

Quebec.....	4	Boonville.....	28	18	136	154	18	135	153	761	11	8	11
Albany.....	3	Alamont.....	28	10	60	70	10	61	73	366	20	14	14
Franklin.....	1-3	Malone.....	28	20	258	273	20	249	269	1,345	5	6	6
Chenango.....	1	Norwich.....	28	23	140	171	21	146	167	838	7	6	6
Essex.....	3	Schoon Lake.....	31	37	91	118	27	91	119	598	11	13	13
Essex.....	1	Elizabethtown.....	4	31	84	105	20	84	104	531	10	11	10
Hamilton.....	.....	Lake Pleasant.....	13	11	35	46	11	35	46	236	11	5	7
				3,061	13,546	15,607	2,967	13,343	15,309	75,879	.....	.....	.....
Total number of institutes held													
Total number of counties.....													
Total cost.....													
											111	59	
											<u>\$35,323 74</u>		

STATISTICAL TABLES—(Continued).
Comparative Summary of Teachers' Institutes for Fifteen Years.

YEAR.	Number of counties.	Number of institutes.	Number of teachers in attendance.	Average daily attendance.	Per cent. of average attendance to total number of teachers.	Aggregate number of days' attendance.	Days of attendance per teacher.	Average number of teachers per county.	Average number of teachers per institute.	Amount paid by the State.	Average expense per county.	Average expense per institute.	Average expense per teacher.
1880.....	58	70	15,404	10,874	70.59	56,006	3.63	265	195	\$15,618 50	\$369 28	\$197 70	\$1 10
1881.....	58	77	13,509	9,572	72.46	47,484	3.59	227	171	16,986 87	293 01	219 95	1 28
1882.....	58	73	13,331	9,122	68.94	45,607	3.44	228	181	16,040 72	276 56	219 73	1 24
1883.....	58	73	14,477	10,231	70.67	50,915	3.52	253	198	15,770 66	271 90	216 03	1 08
1884.....	58	71	14,770	10,272	69.54	51,393	3.48	254	208	16,926 81	291 82	238 40	1 14
1885.....	58	72	18,275	14,378	78.59	71,932	3.93	315	254	18,433 21	317 81	256 01	1 00
1886.....	58	77	17,739	14,925	84.13	74,639	4.21	306	220	18,966 95	327 36	246 60	1 07
1887.....	56	80	14,818	13,274	89.58	66,340	4.47	264	166	18,553 54	331 35	208 48	1 25
1888.....	58	110	16,214	15,198	93.86	75,031	4.63	279	147	24,227 81	417 72	220 26	1 49
1889.....	59	112	16,315	15,556	95.35	76,652	4.69	277	146	24,296 75	411 81	216 93	1 49
1890 (a).....	55	93	12,629	12,105	95.99	60,112	4.76	.....	137	19,373 84	.....	210 47	1 63
1891 (b).....	57	109	15,075	14,450	95.55	70,766	4.69	.....	138	23,144 41	.....	212 33	1 54
1892 (c).....	47	70	9,329	9,018	96.66	45,043	4.82	.....	132	18,17 66	.....	197 39	1 48
1893 (d).....	59	110	15,430	15,002	97.22	74,130	4.81	.....	140	23,046 62	.....	254 97	1 87
1894.....	59	111	15,607	15,209	97.45	75,879	4.86	.....	141	35,232 74	.....	317 52	2 31

(a) For eleven months. (b) For year ending December 1, 1891. (c) For eight months ending June 13, 1892. (d) For school year 1893-4.

EXHIBIT No. 17.

TEACHERS' TRAINING CLASSES.

1. REPORT OF SUPERVISOR OF TRAINING CLASSES.
 2. REPORTS OF INSPECTORS.
 3. REGULATIONS AND COURSE OF STUDY FOR THE TRAINING CLASSES
IN THE ACADEMIES AND UNION SCHOOLS OF THE STATE.
 4. STATISTICAL TABLES.
 - a. LIST OF INSTITUTIONS WHICH ORGANIZED TEACHERS' TRAINING
CLASSES FOR FIRST AND SECOND TERMS, 1893-4, WITH
AMOUNT OF MONEY APPORTIONED TO EACH INSTITUTION.
 - b. STATISTICS SHOWING CONDITION OF TEACHERS' TRAINING
CLASSES FOR FIRST TERM OF SCHOOL YEAR 1893-4.
 - c. STATISTICS SHOWING CONDITION OF TEACHERS' TRAINING
CLASSES FOR SECOND TERM OF SCHOOL YEAR 1893-4.
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TEACHERS' TRAINING CLASSES.

CHARLES R. SKINNER, A. M., *Supervisor of Training Classes.*

Inspectors:

ELISHA CURTISS, A. M., *Sodus.* JOHN L. SWEENEY, *Cassville.*

1. REPORT OF SUPERVISOR OF TEACHERS' TRAINING CLASSES

Hon. JAMES F. CROOKER, *State Superintendent of Public Instruction:*

DEAR SIR:— A larger number of teachers' training classes have been instructed during the past year than ever before since these classes were placed under this Department, with a large increase in attendance each term and year, and, so far as we can judge, with an increased number of certified teachers.

The following table shows attendance and cost of these classes since 1889-90:

TERM.	Number of classes organized.	NUMBER OF PUPILS REGISTERED.			Number who had at ready taught	Number of scholars allowed.	Amount paid.
		Men.	Women.	Total.			
1889-90, first term.....	49	162	596	758	256	680	\$7,932
1889-90, second term.....	59	225	844	1,069	327	923	19,863
1890-91, first term.....	61	221	758	979	304	873	14,759
1890-91, second term.....	56	235	726	962	291	808	13,087
1891-92, first term.....	82	262	1,014	1,274	464	1,053	17,612
1891-92, second term.....	77	292	961	1,256	390	1,070	16,774
1892-93, first term.....	95	204	1,120	1,424	456	1,153	19,530
1892-93, second term.....	100	319	1,179	1,518	618	1,370	21,740
1893-94, first term.....	109	396	1,276	1,672	668	1,317	21,998
1893-94, second term.....	118	461	1,517	1,911	702	1,702	26,842

The Department has aimed to give all classes close inspection— to hold strictly to the course of study and the regulations which have been prescribed. Very much, of necessity, must be left to the fairness and loyalty of principals in protecting the State against injustice and in securing the best results. There are many institutions in which most excellent instruction has been given and in which the principals conscientiously give adequate return for every benefit received. There are some classes no doubt which do not come up to

the desired standard. We are using every endeavor to strengthen the classes which are zealously doing the work required, and in which the work is not more subservient to other interests. We are also preparing to discontinue classes in which good work is not done and which are made up too largely of young men and women who enter the classes simply to save the tuition fee, with little or no thought of becoming teachers. The State is liberal in its provisions to encourage the professional training of teachers, and this liberality should not be abused. It is plain that the requirements of admission to these classes should be raised in order to secure better material, even if the number of classes be lessened, and it is equally plain that those who do enter the classes should know at once just how earnest are their desires to become teachers.

It is evident, also, that there is lack of preparation on the part of many who enter these classes in common subject-matter. These classes should be the agencies for close instruction in methods of teaching. Subject-matter should have been mastered by every person who seeks to enter a training class. Our lower grades of schools are not giving this instruction. Too much valuable time is wasted over matters which should have received attention in the primary and grammar grades.

There is still a pressing need of teachers' training classes, in which professional instruction shall be the main purpose. It is not the large class which is wanted, but efficiency in that kind of teaching which makes teachers, whether the number in the class be small or large. The temptation to secure large numbers should be lessened by providing a plan of payment which will insure a good teacher in every class.

The course of study for training classes was materially changed during the year. It was simplified and strengthened. But it needs further change in the same direction. Everything possible should be done to make the training class permanent—to have a definite aim—and that aim should be to turn out *teachers* not *graduates*. When the course of study for training classes can be properly related to the work in normal schools, so that the person who has been professionally trained in a training class may have a place and a standing in a normal school, then we may expect to see the best results follow the system which has thus far been only imperfectly developed. We must have more men and women in these classes who really desire to teach, and who are anxious for professional training, and fewer who desire to have their tuition paid by the State under an implied promise to enter the profession while they "finish themselves" in studies which are not related to training-class work.

So far as the Department has been able, it has sought to locate the trouble and to remedy it. The future must see fewer classes, conducted upon the lines laid down, and more trained teachers. Those who seek scholarship alone, should not seek it under the pretence of desiring to teach. It is not fair to the State to ask that tuition which she is willing to pay to train teachers should be diverted under any pretence.

To protect all institutions which are doing loyal and faithful work, and which take pride in giving trained teachers from schools, and to weed out those institutions which are giving no return for the money expended should be the aim of the Department.

I look for the development of training-class work to a degree never before realized. But to accomplish this we must have better scholarship, higher requirements and more loyal service. These will come, and our training classes will give an impetus to our common schools which will be felt in thousands of ways.

Very respectfully,

CHARLES R. SKINNER.

August 1, 1894.

2. REPORTS OF INSPECTORS OF TEACHERS' TRAINING CLASSES.

REPORT OF PROF. ELISHA CURTISS.

HON. JAMES F. CROOKER, *Superintendent of Public Instruction*:

DEAR SIR.—Pursuant to your request I have the honor to transmit to you herewith a brief report of my inspection of the teachers' training classes for the school year ending July 31, 1894.

I find the classes larger, more enthusiastic, and composed of members more matured in scholarship, and consequently better prepared to understand methods of teaching.

Generally the regulations are followed, and a healthier sentiment prevails in the schools to secure better qualified members of these classes.

So far as I am able to learn, the regulations requiring examination papers to be marked by a board of examiners meet with the approbation of both teachers and members of the classes. All recognize the fairness of this uniform system, and so far I have not heard a murmur of dissent. The register provided for these classes meets with general favor. Many principals assert that it will promote punctuality and regularity of attendance.

It would add much to the success of the classes if the commissioners could find time to inspect them more frequently, and aid in securing well-qualified members, and suggest to teachers of the classes, and in the classes, the lines of study that should receive special consideration.

Owing to scarcity of teachers caused by the new system of marking papers, many members of the classes are induced by the commissioners to leave the classes to take charge of schools. When this is done the school should receive compensation for a whole term's attendance.

The attention paid these classes by institute conductors is a great encouragement to this normal work. The members begin to feel that they are a part of the educational force of the State. This inspires them to greater exertion, and soon all the rural teachers will have some normal training and decidedly higher qualifications.

Would it not be well to have a summer teachers' institute of at least three weeks' duration, instructed by the conductors and other eminent educators, for the benefit of the teachers of these training classes? The conductors would then daily give instructions to teachers who in turn would daily instruct about 1,500 student teachers, most of whom would teach in the rural schools. The State could well afford to pay the mileage of the teachers to and from the institute, and all the reasonable expenses incurred in conducting the same.

Another year's careful observation confirms me in the belief that it would be wise to extend the course of instruction one year, that members could have ample time, under competent teachers, to study all the subjects required for a first grade certificate.

Allow me to express my appreciation to yourself, to supervisors of institutes and all others connected with the Department for cordial support and uniform courtesy.

Very respectfully,

ELISHA CURTISS.

SODUS, September 1, 1894.

REPORT OF PROF. JOHN L. SWEENEY.

Hon. J. F. CROOKER, *State Superintendent of Public Instruction*:

SIR.—In submitting this my third annual report as inspector of training classes, I report increased progress in every phase of the work.

INSPECTION.

I considered the spirit and training of the pupil-teachers, in my work of inspection, as two great and lasting requisites which enter into the

work of the schools. This in connection with the fact that the Superintendent makes all appointments of the institutions that have a class in charge practically establishes the success of the work in a great measure. It is also my purpose when examining these classes to inspire and show the beauty and necessity of this training and education in general. What these pupil-teachers will do for our schools and the young, after completing the prescribed course of study, depends in a very great measure upon their instructors. In no other calling are so many sterling qualities demanded as in this. No other work is so exacting or as far reaching in its effects upon civilization and progress as the work of a successful teacher. What I earnestly try to do and impress upon these classes is for broad and finished education so far as they go and to have them cultivate their natural ability in this direction by a thorough training in the subject-matter, methods and some of the arts of pedagogy, that make study a pleasure instead of work. The number of students in each class, the advantages they have for performing their work and the competency of the instructors are carefully observed and promptly reported to the Superintendent after each visitation.

SOME BENEFITS DERIVED FROM THESE CLASSES.

As would be expected the greatest vigor and energy are manifested by the instructors in the performance of their work and the people of the State are realizing what a great educational advantage it is to them to have these classes located in nearly every county of the State. The rural schools derive their benefit from them, which is greatly desired because they have not kept pace with the village and city schools of the State.

Only those students who evince a sincere desire to prepare themselves for teaching are desired or permitted to enter these classes after they have shown evidences of proficiency by examination.

THE VALUE OF TRAINING CLASS CERTIFICATES.

The regulation extending the time from two years to three years was a step in the right direction, thereby giving distinct recognition to the certificates earned in these classes. This recognition carries with it an inspiration that will prove to be invaluable to the rural schools of the State and will encourage a longer and more mature class of teachers to enter these classes, and, as a consequence, a better qualified class of teachers will be graduated each year. I sincerely believe that all the future and general prosperity of the rural schools depends almost

wholly upon the work of the training classes, and that the standard now established should be rigidly adhered to and enforced in every instance.

CONCLUSION.

In closing I wish to extend my personal acknowledgments to yourself and the able and genial director of my work, Hon. Charles R. Skinner, and all connected with the Department of Public Instruction.

Very respectfully,

JOHN L. SWEENEY.

CASSVILLE, *September 1, 1894.*

3. REGULATIONS AND COURSE OF STUDY FOR THE TRAINING CLASSES IN THE ACADEMIES AND UNION SCHOOLS OF THE STATE.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE,
ALBANY, N. Y., *July 26, 1894.* }

The following instructions and regulations for the organization and government of teachers' training classes in the union schools and academies are hereby prescribed.

J. F. CROOKER,

State Superintendent.

Teachers' Training Classes.

The following regulations governing teachers' training classes have been prescribed in accordance with chapter 556 of the Laws of 1894, providing for the professional instruction of common school teachers in academies and union schools of the State.

Attention is called to the regulations adopted, to the course of study arranged, and to the provisions of the law relating to training classes.

I. APPOINTMENTS.

1. To receive due consideration, applications for appointments to instruct classes for the ensuing year should be forwarded to the Department of Public Instruction by the 1st of May.

2. In making assignments to institutions, reference will be had to the following considerations:

- (a) The proper distribution of the classes among the school commissioner districts of the State.
- (b) The location of the class to accommodate the greatest number of suitable candidates.
- (c) Such equipment of the institution as will give assurance doing substantial work, both in the theory and practice of teaching.

3. To meet the progressive demands of the teaching service, institutions having ample facilities may receive appointments to instruct two classes during the year. The appointments will be announced about the 1st of June.

4. The funds paid by the State for this instruction go into the treasury of the institution and not to any individual. Trustees who pay a fixed salary to their principal are requested not to allow teachers to share in these funds as an extra compensation.

5. A blank form of application will be furnished to institutions requesting the same.

II. QUALIFICATIONS FOR ADMISSION.

1. Candidates must have attained the age of 16 years. Pupils may be admitted who will become 16 years of age before the date of the final examination of the term in which they enter.

2. They must subscribe, in good faith, to the following declaration: "We, the subscribers, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching, and that it is our purpose to engage in teaching in the schools of the State of New York."

The principal and school commissioner must be satisfied that the candidate has the moral character, talents and aptness necessary to success in teaching.

3. Before admission they must attain an average standing of at least 60 per cent. in all subjects required for a third grade certificate, in some examination under the uniform system, but no application will be considered in case the standing of the candidate falls below 50 per cent. in any subject, or they must hold a *Regents' preliminary certificate* and a *pass-card in Physiology*. But cities and villages having a superintendent may at their discretion, establish a higher standard. Persons who have heretofore become entitled to a third grade certificate under the uniform system are eligible to enter a training class.

4. No person can be admitted to the privileges of the class who does not comply with the conditions of admission.

III. ORGANIZATION.

1. The school year is divided into two terms of not less than 16 nor more than 20 weeks each.

2. The class must consist of not less than 10 nor more than 25 members.

3. The compensation allowed institutions for the instruction will be at the rate of \$1 for each week's instruction of each member.

4. To secure the most promising candidates, the following information should be fully announced some time prior to the organization of the class:

(a) The time when the class is to be organized.

(b) The condition of admission.

(c) The character and advantages of a professional course of study.

(d) The importance of this work in securing teachers certificates.

5. Principals should consult with the school commissioner with a view of securing from the schools under his visitation, as members of the class, those persons who intend to teach.

6. *Two periods, of 45 minutes each, every school day* must be occupied with instruction on the topics laid down in the course of study. Outside of the time given for this separate instruction, such members of the class as have time and ability may be allowed to pursue other subjects, for which, however, no tuition may be charged.

7. Free tuition includes all subjects embraced in the uniform and State examinations.

8. A blank form for notice of organization and for making the declaration will be furnished to each institution. This blank must be properly filled and forwarded to the Department within three weeks after the organization of the class.

IV. COURSE OF STUDY.

This course is designed to meet the requirements of the uniform system for teachers' certificates, and to satisfy the conditions of admission to advanced classes in the normal schools of the State.

FIRST TERM.

FIRST RECITATION.

Arithmetic.

(One recitation daily through the term.)

Review of the following topics with special reference to teaching :

1. Definition of terms.
2. Notation and enumeration.—Arabic and Roman notation.
3. The four fundamental processes.
4. Properties of numbers.—Classification: divisibility of numbers; factors; divisors; multiples.
5. Fractions.—Common and decimal.
6. Denominate or compound numbers, and their practical application in measurements.
7. Percentage.—Applications in which time is not an element; interest, simple, compound and exact; partial payments by the United States rule; discount, true, bank and commercial.
8. Ratio and proportion.
9. Involution and square root.—Their simple application in mensuration.

Methods in Primary Number.

Not less than two weeks of the term shall be given to this subject.

(See Observation and Practice Work.)

NOTE.—The order of the above topics is, of course, discretionary with the instructor. The study of the mere art of computation is not sufficient; the science of arithmetic must be considered; both the facts and the reason for those facts, how processes are performed and why they are so performed, are to be studied. Original problems illustrating the various topics are to be given by pupils. Instructors are cautioned against taking the time of the arithmetic class with obsolete and impractical processes. The spirit of the above suggestions is to be observed in the other studies of this course.

SECOND RECITATION.

Geography.

(One recitation daily for twelve weeks.)

Review of the following topics with special reference to teaching:

1. Definition of terms.
2. Mathematical.— Form, size and motions of the earth ; day and night; the seasons; latitude and longitude; local and standard time.
3. Physical.— The great mountain systems of the earth; the principal rivers, lakes and other bodies of water ; climate; soil ; tides ; ocean currents and trade winds.
4. Description.— General description of the countries of the world.
5. The United States.— Boundaries and extent ; States and territories; mountain and river systems; agricultural and mineral productions; industries or occupations; important cities; population; commerce and transcontinental lines of travel; general plan of government.
6. State of New York.— Boundaries and extent; mountains; rivers and lakes; counties; cities and important villages; agricultural and mineral productions; industries or occupations; commerce; railroads and navigable waters; climate; places noted for natural scenery; general plan of government; places of historic interest.
7. The principal countries of the world, especially those of Europe.
8. Races of men.— Location; characteristics; occupations.

Methods in Reading.

Not less than four weeks of the term shall be given to this subject.

(See Observation and Practice Work.)

Methods in Geography.

Not less than two weeks of the term shall be given to this subject.

(See Observation and Practice Work.)

SECOND TERM.

FIRST RECITATION.

Language and Grammar.

(One recitation daily through the term.)

Review of the following topics with special reference to teaching :

1. Definition of terms.
2. Parts of speech.— Classes ; modifications; inflections.
3. Syntax, and analysis of sentences.— Principal clauses ; subordinate clauses ; classification, sentences and clauses ; analysis of clauses ; modifiers — words, phrases, clauses.
4. Practical exercises.— Illustrations of the foregoing.
5. Composition.— Plan ; subject, heads, thoughts. Compositions about familiar subjects. Letter writing, bills, orders, receipts, acknowledgments, introductions.

Methods of Teaching Language.

Not less than two weeks of the term shall be given to this subject.

(See Observation and Practice Work.)

SECOND RECITATION.

Physiology and Hygiene.

(Four weeks.)

1. The skeleton.—The bones ; their structure, composition, nourishment, adaptation, technical names of principal bones ; kinds of joints, cartilages, ligaments.

2. Muscles.—Kinds ; structure, use, mode of action ; comparison of muscle, ligament and tendon.

3. Skin.—Structure ; functions, glands ; hair and nails ; cleanliness ; bathing ; clothing.

4. Food and digestion.—Necessary element of foods ; cooking of food ; drinks. Organs of digestion ; fluids ; all processes involved in the conversion of food into tissue.

5. Circulation.—Object ; organs ; process ; blood amount, composition ; rapidity of circulation.

6. Respiration.—Organs ; process of breathing ; muscles involved ; effects on the blood ; impure air ; ventilation.

7. Excretory organs.—Skin ; kidneys ; lungs ; intestines.

8. The nervous system.—The brain ; spinal cord ; cranial and spinal nerves ; sympathetic system ; effects of stimulants and narcotics.

9. The organs of special sense.—The eye ; ear ; nose ; tongue ; skin.

It is required that under the several heads, the matter of hygiene and the effects of stimulants and narcotics shall be thoroughly taught, and that some of the lessons given during the time devoted to this subject shall illustrate the method of teaching physiology in the several grades.

School Management and School Law.

(Six weeks See Syllabus)

Spelling.

The principal is directed to see that members of the class receive necessary instruction in spelling and in the methods of teaching the same.

Methods of Teaching Penmanship.

(Two weeks.)

Methods of Teaching Drawing.

(Two weeks. See Syllabus.)

NOTES UNDER COURSE OF STUDY.

1. *Drawing*, one recitation every week through each term. When desirable this topic may be presented each day consecutively until completed.

2. *The laws of mental development and principles of teaching* are to be considered especially in the study of methods of teaching ; but as these laws and principles are fundamental to the professional study of the teacher, they can be illustrated and developed in connection with any of the above subjects of study.

3. When the principal is not satisfied with the proficiency of any member in *American history* and *civil government* these subjects are to be studied in connection with the regular class work of the

school. Under no consideration are these subjects to take any of the regular time given to the training class.

4. Instructors are permitted to spend more time in the study of topics of a purely professional character, provided the class is unusually proficient in the subject-matter branches. In such cases it is required that the Department be notified of the change in the course of study.

5. *The examination* of the training classes under the uniform system shall begin on the second Thursday each of January and June, and shall continue two days.

6. Persons graduating from teachers' training classes, hereafter organized, and bringing a "training class certificate" granted under the uniform system, together with a certificate of proficiency from the principal of the school where the work was performed, will be credited with the following subject-matter complete for the courses in the State normal schools: Arithmetic, grammar, geography, American history, and civil government.

V. OBSERVATION AND PRACTICE WORK.

1. In addition to receiving methods of teaching on the authority of the instructor, it is very important that the members should be trained to critically observe and intelligently interpret the principles of teaching by being brought in contact with the pupils in the actual work of imparting instruction. To afford this training, it is expected that the critic teacher, at least twice a week, will give an opportunity to witness practical work, either by taking the class to other departments of the school to observe the work of experienced teachers, or by bringing pupils from other departments to receive a model lesson from the critic teacher.

2. For practice work it is recommended that each member be given actual work in teaching, both by taking charge of a class in other departments of the school, or of the training class, as often as is consistent with the work of the school, and by having pupils brought before the training class to receive a lesson from a member designated for that purpose. At a subsequent recitation let this observation and practice work be reviewed by the critic teacher, the underlying principles clearly brought out and the proper methods forcibly presented. The time devoted to the observation work and the criticisms on the work will be accounted part of the regular daily periods of class instruction.

3. Since the value of the training class depends largely upon the instructor of the class, it is required that such instructor shall be a normal school graduate or some person equally well qualified.

4. If the inspector in his visitations shall find any person in charge of the instruction, who is not qualified by professional study or experience to properly present the work, he is directed to report the fact to the Superintendent, who will annul the appointment to instruct such a class.

VI. EXAMINATIONS.

Special examinations for members of training classes will be held in January and June, and those members who attain the standing required for certificates of the second grade shall receive certificates which shall

be known as "training class certificates" which shall be valid for three years.

2. Institutions will be allowed tuition for all members of the class who have satisfied the conditions of admission and who have attended faithfully and studiously, to the work of the term for the length of time required by law in accordance with chapter 556, title XI, section 3 of the Laws of 1894. Candidates for the teachers' training class may be received at any time, provided that they receive 16 weeks of consecutive instruction before the final examination for a training class certificate in June.

3. It is required that the name of every member shall appear in the report of the uniform examination at the close of the term. The Department reserves the right of refusing payment for the instruction of members not entering the examination or not reaching a fair standing in the subjects embraced in the course of study.

4. Members will be exempt from examination in those subjects which they have attained standings of at least 75 per cent. at the next preceding examination held for teachers' training classes.

5. Inasmuch as the examination at the close of each term has been appointed with special reference to the convenience of these classes, it is required that the members shall enter no other uniform examination during the term of study.

6. To recognize the professional work of the training classes, all certificates issued to members will be indorsed as follows: "The holder of this certificate has been a member of the training class, and has received special instruction in the theory and practice of teaching as prescribed in the course of study arranged by the Department of Public Instruction." (These indorsements will be supplied by the Department, upon application of school commissioners.)

7. The following extracts from the regulations governing uniform examinations give the requirements for certificates of the second and third grade:

"Candidates for certificates of the third grade shall be required to pass an oral examination in reading, and a written examination in arithmetic, composition, geography, grammar, orthography, penmanship, and physiology and hygiene."

"Candidates for certificates of the second grade shall be required to pass an oral examination in reading and a written examination in the following subjects: American history, arithmetic, civil government, composition, current topics, drawing, geography, grammar, method and school, economy, orthography, penmanship, and physiology and hygiene."

8. The regulations governing uniform examinations fix the time for holding such examinations, as follows:

Examinations for certificates of the third grade, unless omitted in the discretion of the school commissioner, shall be held on the Friday after the first Thursday of March, on the Friday after the second Thursday of January and June, on the Friday after the second Thursday of August, on the Saturday after the first Friday each of April, September and October.

Examinations for certificates of the second grade, unless omitted in the discretion of any school commissioner, shall begin on the first Thursday of March, second Thursday each of January and June, and

first Friday each of April, September and October, the second Thursday of August, and shall continue two days.

Examinations for first grade shall begin on the first Thursday of March and the second Thursday of August, and shall continue two days. No examination shall be held upon any other date than those above enumerated, except by direction of the State Superintendent of Public Instruction.

9. A blank form for making a report of the organization and final examination of the class will be furnished by the Department. It is expected that this report will be forwarded within two weeks after the date of the final examination, as the apportionment of public money for the instruction will be assigned to the different institutions at that time.

VII. SCHOOL COMMISSIONER.

1. The duties of the school commissioner to the training class are defined by title XI, chapter 556 of the Laws of 1894.

2. School commissioners are instructed to accept one term's work in a training class under the supervision and criticism of a competent instructor, as an equivalent for the 16 weeks' successful experience in teaching required in the regulations governing uniform examinations. Any member without experience as a teacher, failing to secure a second-grade certificate at the training class examination, can not become a candidate for a second-grade certificate at any subsequent examination until the successful experience has been acquired.

3. After visiting the class the school commissioner is directed to immediately forward to this Department a report concerning the number in the class satisfying the conditions of admission, the character and quality of the instruction imparted, and the improvement of the opportunities afforded for observation and practice work. At the close of the term the results of the final examination must also be reported. Blank forms will be provided for these reports. School commissioners will be expected to inspect every class under their jurisdiction as often as once in each month during the term.

4. It is required that the members of the training class shall attend the teachers' institute held in the district in which the class is organized. Each member of the class shall keep a full record of the subjects discussed and methods presented by the instructors, and submit the same to the principal.

The Law Creating and Governing Teachers' Training Classes.

VIII. CHAP. 556 OF THE LAWS OF 1894, TITLE XI.

TEACHERS' TRAINING CLASSES.

Section 1. There shall be annually appropriated out of the income of the United States deposit fund, not otherwise appropriated, the sum of thirty thousand dollars, and out of the free school fund, the sum of thirty thousand dollars for the instruction of competent persons in academies and union schools, in the science and practice of common school teaching, under a course to be prescribed by the superintendent of public instruction.

§ 2. The superintendent of public instruction shall designate the academies and union schools in which such instruction shall be given distributing them among the school commissioner districts of the State as nearly as may well be, having reference to the number of school districts in each, to location and to the character of the institutions selected.

§ 3. Every academy and union school so designated shall instruct a class of not less than ten nor more than twenty-five scholars, and every scholar admitted to such class shall continue under instruction not less than sixteen weeks. Whenever it shall be shown to the satisfaction of the Superintendent of Public Instruction that any pupil attending such class or classes has been prevented from attending the same for the full term of sixteen weeks, or has attended the first full term, but not the full time in the second term, during any one year; or that for any reason satisfactory to such superintendent, said class or classes have not been held for the full term of sixteen weeks, such superintendent may excuse such default and allow to the trustees of the academy or union free school in which such class or classes shall have been instructed pay for such scholar or scholars for the time actually spent in attendance, or during which said class or classes shall have been under instruction, at the rate of one dollar for each week's instruction, as provided in section five of this title. The Superintendent shall prescribe the conditions of admission to the classes, the course of instruction and the rules and regulations under which said instruction shall be given and shall, in his discretion, determine the number of classes which may be formed in any one year, in an academy or union school, and the length of time exceeding sixteen weeks during which such instruction may be given.

§ 4. Instruction shall be free to all scholars admitted to such classes and who have continued in them the length of time required by the third section of this title.

§ 5. The trustees of all academies and union schools in which such instruction shall be given shall be paid from the appropriations named in the first section of this title at the rate of one dollar for each week's instruction to each scholar who has attended for the term of time as required by section three of this title, on the certificate of the superintendent, to be furnished to the comptroller.

§ 6. The appropriation provided by this act, for the instruction in academies and union schools in the science and practice of common school teaching, shall be deemed to include, and shall include, the due inspection and supervision of such instruction by the Superintendent of Public Instruction, and the expenses of such inspection and supervision shall be paid out of said appropriation on vouchers certified by the superintendent.

§ 7. Each class organized in any academy or union school under appointment by the superintendent for instruction in the science and practice of common school teaching, shall be subject to the visitation of the school commissioner of the district in which such academy or union school is situated; and it shall be the duty of said commissioner to advise and assist the principals of said academies or union schools in the organization and management of said classes, and at the close of the term of instruction of said classes, under the direction of the super-

intendent, to examine the students in such classes, and to issue teachers' certificates to such as show moral character, fitness and scholastic and professional qualifications worthy thereof.

The Law Transferring Teachers' Training Classes to Superintendent of Public Instruction.

CHAPTER 137 OF THE LAWS OF 1889.

AN ACT to transfer the management and supervision of teachers' classes in academies and union schools from the board of regents to the superintendent of public instruction.

Passed April 15, 1889.

Section 1. The power and duties conferred and imposed upon the regents of the university by chapter four hundred and twenty-five of the laws of one thousand eight hundred and seventy-seven, and chapter three hundred and eighteen of the laws of one thousand eight hundred and eighty-two, relative to the instruction of classes in academies and union schools in the science and practice of common school teaching, are hereby transferred to the superintendent of public instruction.

§ 2. This act shall take effect immediately.

RULINGS AND REQUIREMENTS.

1. No institution can be allowed more than \$350 for any one term.
2. No allowance can be made for any pupil not shown by reports to have been eligible to enter the class.
3. No allowance can be made in the case of any pupil for first term for less than 16 or more than 18 consecutive weeks.
4. In report for second term, all pupils who were members of class for first term for less than 16 weeks and who remain in second term, will be allowed for all weeks of consecutive attendance during both terms, provided the total does not exceed 36 weeks.
5. In case pupils who attend first term not less than 16 and not more than 18 weeks, and who continue in second term a less period than 16 weeks, allowance will be made for weeks attended in second term, provided the weeks of attendance in both terms have been consecutive.
6. Payment for instruction will be refused in all cases where members of classes fail to enter the examinations provided, unless such failures are satisfactorily explained in the principal's report.

All claims for allowance for absence on account of sickness must be accompanied by a physician's certificate.

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§ 5. The trustees of all academies and union schools in which such instruction shall be given shall be paid from the appropriations named in the first section of this title at the rate of one dollar for each week of instruction to each scholar who has attended for the term of time as required by section three of this title, on the certificate of the superintendent, to be furnished to the comptroller.

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PSYCHOLOGY.

Brief outline to be used as a general guide.

THE MIND :

Its nature unknown;

Only its phenomena can be studied.

How studied. { By introspection.
 { By observation.

<i>Fundamental Divisions.</i>	{	Sensibility.	<i>feels.</i>
		Intellect.	<i>knows.</i>
		Will.	<i>acts.</i>

Sensibility:

General physical sensibility;

Special senses;

Higher emotions and sentiments;

Consciousness.

General physical sensibility gives feeling of comfort, discomfort, rest, fatigue, hunger, thirst, heat, cold.

Special senses: Smell, taste, touch, hearing, sight.

Kind of knowledge gained from each sense.

Smell, gives knowledge of the odors of material things.

Taste, gives knowledge of the savors of material things.

Touch, gives knowledge of form, smoothness, roughness, hardness, softness, pressure, temperature.

Hearing, gives knowledge of sound and distinguishes noises, musical tones, quantity of sound, quality of sound, pitch and timbre.

Sight, primarily gives knowledge of colors and forms of plane surfaces; secondarily, in connection with touch, gives knowledge of solidity and the distances and sizes of objects.

Law, ideas which belong to one sense can not be obtained through another sense.

Consciousness, the internal sense accompanies all acts of the mind.

THE INTELLECT:

<i>Primary Divisions.</i>	{	Acquisitive faculties — Sense perception.
		Retentive faculties — Memory.
		Reproductive faculties — Imagination.
		Elaborative faculties — { Comparison, { Judgment.
		Regulative faculties — The reason.

Attention: Its nature and importance; its necessity in the acquisition of knowledge; how secured and trained.

Law: The primary facts of knowledge, form, color, sound, weight, savor, odor, etc., can be obtained only by the direct action of material things upon the senses and can not be taught from books.

Importance of training the senses in the acquisition of the primary facts of knowledge by object lessons.

Percepts and Concepts.

The Memory: Spontaneous and voluntary; how trained; most easily trained in early life.

Laws of association.

Imagination, kinds. $\left\{ \begin{array}{l} \text{Reproductive,} \\ \text{Constructive.} \end{array} \right.$

Its value in education and in life.

The Elaborative Faculty: The power to judge, compare, and reflect, and to work up the knowledge in the mind into new forms.

Inductive and deductive reasoning, analysis and synthesis.
Abstraction and generalization.

The Reason: The power which regulates and guides all the other powers and faculties of the mind.

The Will: Necessity of training; motives; formation of habits.

Law: All the powers of the mind are strengthened by exercise

SCHOOL MANAGEMENT**ORGANIZATION :****(1) General appointments of school buildings.**

- (a) Lighting.
- (b) Heating.
- (c) Ventilating.
- (d) Seating
- (e) Blackboards.

(2) Care of school property.**(3) Course of study.**

- (a) Length of sessions — recesses.
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Grading of pupils.

II. Relation of teacher to :

- (a) Trustees and boards of education.
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- (a) To promote order.
- (b) To prevent disorder.
- (c) To correct disorder.
- (a) To promote study.
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(2) Means of :

- (a) By thorough preparation of the teacher.
- (b) By keeping the pupils at work.
- (c) By timely admonition and proper encouragement.
- (d) By suitable punishments.

METHODS IN ARITHMETIC.

The mental faculties developed by the study of arithmetic.

The idea of number.

Concrete number.

Especial care given to the objective and decisive modes of presenting the subject of number to beginners by modes of numeral frames, pictures, counters, and the like.

Abstract number.

The gradual separation of the idea of number from any particular object. The cultivation of the memory by constant drill in the use of abstract number.

Methods of teaching number.

The Grube, the Pestalozzian, the two combined.

Notation and numeration.

The principles of the Arabic and Roman systems. The development of the idea of the order and relation of the figures in numbers, numbers of few orders being used.

The Fundamental Operations:

The elementary combinations in addition using all the digits.

The steps leading from addition to subtraction; the development of multiplication and addition. The use of signs.

Properties of Numbers:

The classification and properties of numbers which naturally follow the study of the fundamental operations. The knowledge of the divisibility of numbers applied to factoring, and the application of factoring in determining divisors and multiples. The use of these principles exemplified in cancellation and the employment of cancellation in all possible operations.

Fractions:

The application of the principles already learned to the elementary idea of fraction primarily developed in the child's mind. The distinction between the fraction itself and the expression of the fraction. Decimals governed by the same principles applicable to whole numbers and fractions.

Denominate Numbers:

A clear idea of the use of concrete objects wherever practicable, of the standard units of measure, common and metric, and a thorough memorizing of the several tables. The operations do not differ in principle from those already learned.

Practical problems entering into the experience of the pupils are of special value.

Percentage:

The principles of percentage are identical with those of fractions, the denominator being the constant number 100.

The rules of business fractions are to be thoroughly known.

Ratio and Proportion:

A development of the relation of numbers.

Review:

Unify the section work, showing the relation of subjects.

GEOGRAPHY.

1. Direction, right, left, points of compass.
2. Distance, units and their application.
3. Geography as studied from a hilltop.
4. Definitions of terms developed as far as possible from observation.
5. Map constructed from observation (not copied) of schoolroom and school ground.
6. Maps of town and county, showing streams, villages, railroads, canals, etc.
7. Local industries, natural products, manufactured products.

Earth Studied from an Artificial Globe:

1. Circles.
2. Zones — their climate and principal flora and fauna.
3. Grand divisions of land and water.
4. Transition from globe to map of the world.

Countries:

1. Location.
2. Drainage.
3. Climate and causes that produce it.
4. Climate and soil determining vegetable and animal products, occupation and character of people.
5. Progressive outline maps rapidly sketched by pupils.
6. Great cities, the natural causes that have determined their location and contributed to their growth.
7. Important facts concerning these cities.
8. Commerce:
 - (a) Causes that determine it. Principal exports and imports.
 - (b) Great centers of commerce.
 - (c) Great highways of commerce, railroads, canals, steamship lines.
9. Imaginary journeys.
10. Comparisons of geographical features of different countries.
11. Form of government.

Mathematical Geography:

1. Plane of ecliptic.
2. Relative position of earth and sun in the plane.
3. Movement of earth in plane producing day and night.
4. North star, how indicated.
5. Inclination and parallelism of axis.
6. Seasons, causes producing them.
7. The year, causes determining it.
8. Width of zones, cause determining.

State of New York:

1. Progressive outline map sketched.
2. Relief map molded in sand, salt, putty or pulp; showing mountains, mountain passes, valleys, rivers, lakes.
3. Countries and important cities and villages in each.
4. Principal railroads and canals with important cities and villages along their lines.
5. Important facts associated with noted places.
6. Industries and natural products.

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General physical sensibility;

Special senses;

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Consciousness.

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Kind of knowledge gained from each sense.

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The gradual separation of the idea of number from any particular object. The cultivation of the memory by constant drill in the use of abstract number.

Methods of teaching number.

The Grube, the Pestalozzian, the two combined.

Notation and numeration.

The principles of the Arabic and Roman systems. The development of the idea of the order and relation of the figures in numbers, numbers of few orders being used.

The Fundamental Operations:

The elementary combinations in addition using all the digits.

The steps leading from addition to subtraction; the development of multiplication and addition. The use of signs.

Properties of Numbers:

The classification and properties of numbers which naturally follow the study of the fundamental operations. The knowledge of the divisibility of numbers applied to factoring, and the application of factoring in determining divisors and multiples. The use of these principles exemplified in cancellation and the employment of cancellation in all possible operations.

Fractions:

The application of the principles already learned to the elementary idea of fraction primarily developed in the child's mind. The distinction between the fraction itself and the expression of the fraction. Decimals governed by the same principles applicable to whole numbers and fractions.

Denominate Numbers:

A clear idea of the use of concrete objects wherever practicable, of the standard units of measure, common and metric, and a thorough memorizing of the several tables. The operations do not differ in principle from those already learned.

Practical problems entering into the experience of the pupils are of special value.

Percentage:

The principles of percentage are identical with those of fractions, the denominator being the constant number 100.

The rules of business fractions are to be thoroughly known.

Ratio and Proportion:

A development of the relation of numbers.

Review:

Unify the section work, showing the relation of subjects.

GEOGRAPHY.

1. Direction, right, left, points of compass.
2. Distance, units and their application.
3. Geography as studied from a hilltop.
4. Definitions of terms developed as far as possible from observation.
5. Map constructed from observation (not copied) of schoolroom and school ground.
6. Maps of town and county, showing streams, villages, railroads, canals, etc.
7. Local industries, natural products, manufactured products.

Earth Studied from an Artificial Globe:

1. Circles.
2. Zones — their climate and principal flora and fauna.
3. Grand divisions of land and water.
4. Transition from globe to map of the world.

Countries:

1. Location.
2. Drainage.
3. Climate and causes that produce it.
4. Climate and soil determining vegetable and animal products, occupation and character of people.
5. Progressive outline maps rapidly sketched by pupils.
6. Great cities, the natural causes that have determined their location and contributed to their growth.
7. Important facts concerning these cities.
8. Commerce:
 - (a) Causes that determine it. Principal exports and imports.
 - (b) Great centers of commerce.
 - (c) Great highways of commerce, railroads, canals, steamship lines.
9. Imaginary journeys.
10. Comparisons of geographical features of different countries.
11. Form of government.

Mathematical Geography:

1. Plane of ecliptic.
2. Relative position of earth and sun in the plane.
3. Movement of earth in plane producing day and night.
4. North star, how indicated.
5. Inclination and parallelism of axis.
6. Seasons, causes producing them.
7. The year, causes determining it.
8. Width of zones, cause determining.

State of New York:

1. Progressive outline map sketched.
2. Relief map molded in sand, salt, putty or pulp; showing mountains, mountain passes, valleys, rivers, lakes.
3. Countries and important cities and villages in each.
4. Principal railroads and canals with important cities and villages along their lines.
5. Important facts associated with noted places.
6. Industries and natural products.

LANGUAGE.

Oral :

- Object lessons.
- Picture lessons.
- Story-telling.
- Sentence building.
- Reproduction exercise.
- Narrations.
- Descriptions.
- Quotations from classic authors.

Written:

- A. Preparatory work.
 - Copying.
 - Dictation.
 - Completion of elliptical expressions.
 - Incorporation of given words in sentences.
 - Expansion — Substituting phrases for words, and clauses for phrases.
 - Contraction — Substituting phrases for clauses, words for phrases, and the use of elliptical expressions.
 - Choice of words — Involving definition, and the use of synonyms.
 - The parts of speech and their classification.
 - The classification and analysis of sentences.
 - Syntactical constructions.
 - English word analysis.
 - Mechanics — Involving capitalization, punctuation, headings, margins, and paragraphing.
- B. Applications.
 - Letters.
 - Business and social forms.
 - Narratives.
 - Descriptions.
 - Paraphrase.
- C. Criticism and correction.
 - Order of, in importance —
 - The thought expressed ;
 - The language used ;
 - The mechanics.
 - Corrections — T, tr., ^, Caps., l. c., O. ¶.

READING.

1. Aim.
2. Blackboard exercises — Charts.
3. Words selected from vocabulary already known by pupils.
4. Pupils taught to recognize by sight the words of a proposed sentence.
5. Sentence read silently, then orally.
6. New words taught, and new sentences read.
7. Necessary steps in reading :
 - (a) Perfect word knowledge. (b) Silent reading. (c) Oral expression.
8. Oral reading of sentence not to be attempted until the thought is in the mind.

9. Elementary sounds with diacritical marks to be taught, (a) to give ability to call new words without help; (b) to improve articulation; (c) to correct defective speech.
10. General drills in pronouncing difficult combinations of elementary sounds.
11. Transition to reading books.
12. Supplementary reading, such as newspapers, histories, and standard literature.
13. Discussion of advantages and disadvantages of different methods of teaching reading.
14. How to conduct recitations in advanced reading.

METHODS IN SPELLING.

- I. Oral :
 - (a) Advantages.
 - (b) Disadvantages.
 - (c) Application.
- II. Written :
 - (a) Advantages.
 - (b) Disadvantages.
 - (c) Application.
- III. Syllabication and accent.
- IV. Word analysis :
 - (a) Stems.
 - (b) Prefixes.
 - (c) Suffixes.
- V. Diacritical marking.
- VI. Exercises in articulation.

DRAWING.

- I. Value of a knowledge of the subject.
- II. Color :
 - (a) Knowledge of six positive spectrum colors, viz. : red, orange, yellow, green, blue, violet.
 - (b) Recognition of twelve standard hues, viz. : violet-red, orange-yellow, green-yellow, blue-green, violet-blue, red-violet, orange-red, red-orange, yellow-orange, yellow-green, green-blue, blue-violet.
 - (c) Arrange hues and positive colors as here indicated, completing spectrum scale with eighteen colors.

Vio. R.	R.	O. R.	R. O.	O.	Y. O.	O. Y.	Y.	G. Y.	Y. G.	G.	B. G.	G. B.	B.	Vio. B.	B. Vio.	Vio.	R. Vio.
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- III. Form. Knowledge of geometric type solids :

Wholes.— 1. Sphere. 2. Cylinder. 3. Cube.

Bisections.— 1. Half-sphere. 2. Half-cylinder. 3. Half-cube.

Quadrisections as new wholes.— 1. Square prism. 2. Triangular prism. 3. Square plinth. 4. Circular plinth.

Geometric type solids — Variations. (a) Spheroids. (b) Oblate spheroid. (c) Prolate spheroid. (d) Ovoid. (e) Cone. (f) Pyramid.

IV. Parts and their relations.

- (1) Surface. (a) Kinds. (b) Parts — faces.
- (2) Faces. (a) Kinds. (b) Number. (c) Shapes. (d) Location. (e) Directions. (f) Parts.
- (3) Edges. (a) Kinds. (b) Number. (c) Location. (d) Directions.
- (4) Angles — Right — Oblique $\left\{ \begin{array}{l} \text{acute.} \\ \text{obtuse.} \end{array} \right.$
- (5) Curvilinear, mixtilinear and rectilinear geometric plane figures and their details as representing faces of the solids, i. e., circle, square, half circle, oblong, triangle.
- (6) Bisect spheroids and ovoid to obtain geometric figures circle, ellipse, and oval.
- (7) Circle and circular figures. (a) Circumference. (b) Center. (c) Diameter. (d) Radius
- (8) Rectangles. $\left\{ \begin{array}{l} 1 \text{ Square, and similar} \\ \text{forms} \end{array} \right\} \left\{ \begin{array}{l} (a) \text{ Diameters.} \\ (b) \text{ Diagonals.} \end{array} \right.$
- (9) Triangles and similar forms. (a) Base. (b) Apex. (c) Altitude.
- (10) Three kinds of angles used in industrial drawing.

V. Practical knowledge of use of tools and materials:

Mechanical:

- (1) Scale, compasses, hard pencil, and eraser are used.
- (2) Lines — Should always be sharp and clean cut, but may be either dark or light.
- (3) Measure — Proper method of marking off distances, ruling, use of compasses and of making erasures.

Freehand:

- (1) Soft pencil, charcoal, crayon, and blender.
- (2) Lines — In drawing, the line must express as nearly as possible the character of the surface of the object, must be light or dark, fine or broad, abruptly broken or continuous, according to the contour of the object.
- (3) Kinds as to $\left\{ \begin{array}{l} \text{direction.} \\ \text{relative position.} \end{array} \right.$

VI. Divisions of work:

Geometric drawing:

- (1) Geometric plane figures and regular polygons.
- (2) Working drawing. — Mechanical — Principles. (a) The representation of visible outlines and edges. (b) The representation of invisible outlines and edges. (c) Parallel cross sections, plans and elevations. (d) Oblique sections. (e) Drawing to scale.
- (3) Freehand applications. — Plans and elevations of objects based upon the type forms.
- (4) Development. — Pattern making. First draw the developments freehand on practice paper, then accurately with ruler on paper or in the books. If the model is to be constructed from the pattern, draw on oak tag paper, cut, fold and glue. The development may be used for con-

structing simple useful objects in paper, leather, cloth or wood. The surface of the frustrum of a square pyramid or cone may all be drawn radiating from a point. This should be illustrated by turning the model of a pyramid on its side and tracing about each triangular face in succession.

VII. Decorative drawing. — (Instrumental and freehand.):

Color. (1) Classification. — Harmonies. (*a*) Key colors; (*b*) tints, *i. e.*, modification of color by white or increased light; (*c*) shades, *i. e.*, modification of colors by black or diminished light.

(2) Dominant harmony is a symmetrical arrangement of any color with its tints and shades.

(3) Complementary colors — Composed of colors which together will produce white or gray.

(4) Complementary harmony — Composed of complementary colors.

(5) Analogous harmony — Composed of colors allied to the spectrum; borrowing tones from neighboring scales.

(6) Contrasted harmony — Any color found in the spectrum in juxtaposition with the gray of the atmosphere.

(7) Comparison of the colors. (*a*) Warm and cold colors. (*b*) Active and passive. (*c*) Negative colors.

Botanical drawing. — Draw from the natural forms. Teach conventionalization. Draw leaf and flower forms conventionalized.

Historic ornaments. — (1) Study illustrations of historic ornament for (*a*) modified regular units; (*b*) bilateral historic units; (*c*) changes made from natural forms; (*d*) plan of construction; (*e*) bilateral main lines in the units both of borders and limited surface decorations; (*f*) the natural forms used, with adaptation and conventionalization of these forms; (*g*) the technical principles upon which the designs have been constructed, namely, fitness, order, growth, unity, and repose; (*h*) Draw from a copy of standard decorative design, giving special attention to expression, character of line, accent and brilliancy, and beauty in execution.

Design. — 1st. Principles — Contrast, unity, strength, variety, and rhythm. Units, based on the square and on other regular geometric figures. 2d. Principles — Growth, symmetry, balance, and distribution.

(8) Study illustrations of (*a*) balance curves, (*b*) bilateral main lines, (*c*) the law of balance, subtle radiation, tangential union of all parts, and the laws of plant growth. (*d*) Draw main lines in conventional but beautiful sprays, and clothe these with units, elements, or forms, of design.

VIII. Pictorial drawing:

Knowledge of elementary pictorial art, based on the correct representation of geometric type solids according to principles of perspective, and the application of these same principles in the representation of other objects. The perceptive faculties should be quickened to a keen discrimination of proportion, and the accurate observing of form and representing it should be stimulated. Practical and common sense methods should be employed to obtain good results; peculiarities and mannerisms should be avoided; simplicity and truthfulness should be the aim, and pupils should learn to draw by drawing.

- (1) Representation of solidity — Expressed by shading.
- (2) Principles — Fore-shortening and convergence.
- (3) Problems — (a) Lines bounding unequal plane faces, equally fore-shortened. (b) Lines bounding equal plane faces, unequally fore-shortened. (c) Lines bounding unequal plane faces, unequally fore-shortened.
- (4) Principle — Convergence at unequal angles, and use of diagonals to find centers.
- (5) Relation of axes — When drawing, illustrate by rapid sketches many different type solids, as (a) ovoids and ovoidal objects in various positions, sketching main axes first; (b) cone and conical objects in various positions or on different axes; (c) pyramid and pyramidal objects on main axes; (d) cylinder and cylindrical objects. (e) Make finished drawings of each ovoid, cone, pyramid and cylinder and of some objects based upon them. (f) Draw groups of two or three objects based upon the types previously studied. Arrange groups artistically.

NOTE.— Never miss an opportunity to study good pictorial art. Sketch in connection with history, geography and natural science lessons, and learn to use drawing as a natural and easy means of expressing thought.

IX. Clear-cut definitions of principal terms and statements of important facts:

Under this division of the subject, practical applications — *i. e.*, ability to represent by drawings — of all curves, geometric plane, figures, working drawings, sectional views, ground plans, elevations and fore-shortening are essential to a teaching knowledge of industrial drawing.

School Law.

I. State Superintendent.

- (a) Election of; (b) Powers of, pertaining to teachers; to trustees; to school commissioners.

II. School commissioners.

- (a) Election of; (b) Powers of, pertaining to teachers; to trustees; to school districts.

III. Trustees.

- (a) Election of; (b) Changing number of; (c) Powers of, pertaining to teachers; to districts; (d) Duties of, pertaining to teachers; to districts.

IV. Teachers.

- (a) Qualifications; (b) Powers of, pertaining to school discipline; to methods of instruction; (c) Duties of, pertaining to school register; to school property.

V. District meetings.

- (a) Annual — time of holding; powers of.
- (b) Special — how called, powers of.

VI. Voters — Qualifications of.

VII. State and other school moneys, their apportionment and distribution.

VALUABLE BOOKS FOR INSTRUCTORS AND MEMBERS OF TRAINING CLASSES.

ON METHOD WORK.

TITLE.	Author.	Price.
Normal Drawing Class.....	Prang.....	.....
The Prang Course of Instruction in Drawing.....	Prang.....	.....
New Course in Art Instruction.....	White.....	.....
Methods of Teaching.....	Swart.....	\$1 25
School-room Guide.....	De Graff.....	1 50
Talks on Teaching.....	Parker.....	1 00
Methods of Teaching.....	Raub.....	1 50
Normal Methods of Teaching.....	Br oaks.....	1 50
Object Lessons in Teaching.....	Calkins.....	1 50
Methods and Principles of Teaching.....	Winship.....	1 25
Principles and Practice of Teaching.....	Johannot.....	1 25
Manual of Elementary Instruction.....	Sheldon.....	1 50
How to Teach.....	Kindle.....	1 00
Development Lessons.....	De Graff.....	1 00
Methods of Instruction.....	Wickersham.....	1 50
Object Teaching and Methods.....	Barnard.....	1 25
Quincy Methods.....	Partridge.....	1 50
Mind Studies for Young Teachers.....	Jerome Allen.....	25
Art of Teaching.....	Ogden.....	1 00
The Sentence Method.....	Farnham.....	50
Word Method in Number.....	Sanford.....	50
Primary Reading—How to Teach It.....	Boston Method.....	20
Additional Manual.....	Ginn.....	15
Topical Study of Geography.....	Miss Ida L. Griffin.....	50
Graded Exercise in English.....	Eaton.....	15
Outline Work in Language.....	Potsdam Normal School.....	30
Geography Outlines.....	Potsdam Normal School.....	30
Reading—Suggestions to Teachers.....	H. R. Sanford.....	.....
Methods in Teaching Geography.....	Crocker.....	50
Grube Method.....	Soldan.....	30
Lessons on Color.....	Crocker.....	10
Outlines of Map Drawing.....	Bangs.....	30
Topical Analysis.....	Wedgwood.....	50
A Practical Analysis of Words.....	Kennedy.....	35
Graded Language Lessons.....	Richardson.....	25
How to Teach Penmanship.....	Burritt.....	25
Outline Studies in Physiology.....	Hayward.....	.....

ON SCHOOL ECONOMY.

General School Laws.....	Department Public Instruction ..	.....
Theory and Practice of Teaching.....	Page.....	1 25
The Art of School Management.....	Baldwin.....	1 50
School Management.....	Raub.....	1 25
School Management.....	Holbrook.....	1 25
School Economy.....	Wickersham.....	1 50
School Management.....	Landon.....	85
Common School Law.....	Bardeen.....	50
Hand Book for Young Teachers.....	Bardeen.....	75
Art of Securing Attention.....	Hughes.....	50
School Discipline.....	Kennedy.....	15
School Management.....	Jewell.....	1 00
What Every Teacher Ought to Know.....	Chapin.....	15
Theory and Practice of Teaching.....	Doty.....	25

GENERAL EDUCATIONAL WORKS—FOR THE SCHOOL LIBRARIES WHERE TRAINING CLASSES ARE ORGANIZED.

Philosophy of Education.....	Tate.....	1 25
Lectures on the Science and Art of Education.....	Payne.....	1 25
History of Education.....	Pinter.....	1 50
History of Pedagogy.....	Compayre.....	1 75
Outlines of Psychology.....	Sully.....	1 00
Lectures on Teaching.....	Fitch.....	1 25
Habits in Education.....	Hall.....	1 25
Educational Reformers.....	Quick.....	1 00
The Education of Man.....	Froebel.....	1 00
Common School Education.....	Currie.....	1 10
Education—Intellectual, Moral and Physical.....	Spencer.....	1 50
The Science of Education.....	Ogden.....	1 25
Life and Works of Pestalozzi.....	Krüsi.....	1 00
Outlines of Psychology.....	Chautauqua Assembly.....	1 00
Elements of Mental Science.....	Porter.....	1 50
Kindergarten Culture.....	Hallman.....	1 25
Education as a Science.....	Bain.....	1 75
The Senses and the Intellect.....	Bain.....	1 50
Outline Study of Man.....	Hopkins.....	1 25

4. STATISTICAL TABLES.

(A.) List of Institutions Which Organized Teachers' Training Classes for First and Second Terms, 1893-94, with Amount of Money Apportioned to Each Institution Each Term, Showing Total for Each County.

County.	NAME OF INSTITUTION.	First term.	Second term.	Total.	Total by counties.
Albany	Albany High School	\$224	\$237	\$461	\$461
Allegany	Alfred Centre (Alfred University - Academic Department)	133	164	297	297
	Angelica (Wilson Academy)	350	350	700	1,578
	Belfast (Genesee Valley Seminary)	194	194	388	1,578
	Friendship	143	144	287	1,578
Broome	Deposit Union School	197	134	331	1,019
	Union Union School	80	175	255	1,019
	Windsor Union School	185	258	443	1,019
Cattaraugus	Franklinville (Ten Broeck Academy)	153	166	319	1,098
	Portville Union School	196	347	543	1,098
	Randolph (Chamberlain Institute)	136	266	402	1,098
Cayuga	Fairhaven Union School	259	270	529	929
	Miravia Union School	194	210	404	929
	Wadsworth Union School	186	212	398	929
Chautauque	Edlington Union School	196	236	432	1,612
	Forestville Free Academy	167	144	311	1,612
	Frewsburg Union School	168	241	409	1,612
	Sherman Union School	172	160	332	1,612
	Westfield Union School	172	253	425	1,612
Chemung	Hammonds Union School	261	268	529	494
Chemung	Bainbridge Union School	332	302	634	494
Chemung	New Berlin Union School	339	281	620	494
Chemung	Norwich High School	372	307	679	1,894
	Oxford Academy	160	164	324	1,894
	Sherburne Union School	160	167	327	1,894
Cortland	Cincinnatus Academy	263	371	634	347
Delaware	Franklin (Delaware Literary Institute)	149	160	309	347
	Hancock Union School	144	1,063	1,207	1,810
	Stamford Union School	144	1,063	1,207	1,810
Erle	Angola Union School	144	1,063	1,207	1,810
	Clarence (Parker Union School)	144	1,063	1,207	1,810
	Hamburg Union School	144	1,063	1,207	1,810
	Hamburg Union School	144	1,063	1,207	1,810

STATISTICAL TABLES — (Continued).
(A.) List of Institutions Which Organized Teachers' Training Classes, Etc.

County.	NAME OF INSTITUTION.	First term.	Second term.	Total.	Total by counties.
Essex	Morial (Sherman Collegiate Institute).....	\$349	\$350	\$699	\$1,161
Franklin	Westport Union School.....	215	247	462	731
Genesee	Chateaugay Union School.....	347	216	563	
Greene	Malone (Franklin Academy).....	163	161	324	
Herkimer	Batavia Union School.....	193	143	336	
Jefferson	Le Roy Union School.....	.....	174	174	
	Greenville Academy.....	117	213	330	531
	Fairfield Seminary.....	320	320	640	923
	West Winfield Union School.....	343	323	666	
	Adams Collegiate Institute.....	182	222	404	
	Antwerp (Tves Seminary).....	160	218	378	
	Watertown High School.....	220	211	431	1,955
	Watertown Union School.....	192	170	362	
	Copenhagen Union School.....	197	271	468	
	Port Leyden Union School.....	260	232	492	1,311
	Danville Union School.....	160	115	275	
	Lowville Academy.....	153	137	290	
	Lima (Genesee Wesleyan Seminary).....	.....	80	80	891
	Brookfield Union School.....	.....	186	186	
	Cazenovia Seminary.....	396	291	687	
	Onondaga Union School.....	196	290	486	853
	Rochester Free Academy.....	350	350	700	
	Webster Union School.....	176	164	340	1,070
	Causjoharie Union School.....	112	266	378	
	Fonda Union School.....	268	271	539	
	St. Johnsville Union School.....	118	169	287	1,304
	Wilson Union School.....	234	198	432	
	Clayville Union School.....	160	246	406	198
	Clinton Union School.....	179	228	407	
	Utica Free Academy.....	211	292	503	1,279
	Baldwinsville Free Academy.....	211	290	501	
	Jordan Free Academy.....	118	.....	118	
	Manlius Union School.....	321	350	671	2,537
	Onondaga Valley (Onondaga Academy).....	350	350	700	
	Syracuse High School.....	174	226	400	
	Cannadagus Union School.....	.....	144	144	554
	Geneva Classical and Union School.....	.....	166	166	
	Port Jervis Union School.....	128	141	269	294
	Albion Union School.....	330	273	603	593

TEACHERS' TRAINING CLASSES.

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Oswego	360	197	360	700	1,084
Mexico Academy	197	374	374	471	
Pulaski Union School	193	343	343	401	
Sandy Creek Union School	183	348	348	398	
Cooperstown Union School	184	348	348	398	
Morris Union School	316	350	350	371	
Richfield Springs Union School	305	313	313	355	2,048
Schenectady Union School	119	306	306	357	
Unadilla Union School	170	320	320	376	
Flushing High School	184	325	325	380	954
Rockville Centre Union School	350	325	325	376	
Woodhaven Union School	153	325	325	376	939
Hoosick Falls	172	325	325	376	
Lansingburgh Academy	169	325	325	376	
Brasher Falls (Brasher and Stockholm Union School)	149	325	325	376	
Canton Union School	149	325	325	376	
Massena Union School	149	325	325	376	
Norwood Union School	149	325	325	376	
Ogdensburg Free Academy	149	325	325	376	
Cobleskill High School	149	325	325	376	
Havana (Cook Academy)	149	325	325	376	1,088
Addison Union School	149	325	325	376	
Canisgeo Academy	149	325	325	376	
Hornellville (Hornell Free Academy)	149	325	325	376	
North Ochocton and Atlanta Union School	149	325	325	376	2,049
Painted Post Union School	149	325	325	376	
Prattsburg (Franklin Academy)	149	325	325	376	
Southampton Union School	149	325	325	376	938
Liberty Union School	149	325	325	376	
Monticello Union School	149	325	325	376	761
Owego Free Academy	149	325	325	376	
Waverly High School	149	325	325	376	1,141
Dryden Union School	149	325	325	376	
Groton Union School	149	325	325	376	
Ithaca High School	149	325	325	376	1,008
Trumansburg Union School	149	325	325	376	
Ellenville Union School	149	325	325	376	1,018
Kingsston Free Academy	149	325	325	376	
Glens Falls Academy	149	325	325	376	
Glens Falls Union School	149	325	325	376	685
Warrensburg Union School	149	325	325	376	
Sandy Hill Union School	149	325	325	376	1,016
Whitehall Union School	149	325	325	376	
Clyde High School	149	325	325	376	
Marion Collegiate Institute	149	325	325	376	
Palmyra Union School	149	325	325	376	
Red Creek Union Seminary	149	325	325	376	2,438
Sodus Academy	149	325	325	376	
Walworth Academy	149	325	325	376	

* For both terms.

STATISTICAL TABLES — (Continued).
 (A.) *List of Institutions Which Organized Teachers' Training Classes, Etc.*

County.	NAME OF INSTITUTION.	First term.	Second term.	Total.	Total by counties
Wyoming	Arcade Union School	\$.08	\$ 123	\$ 231	} \$947
	Attica Union School	214	....	214
	Pike Seminary	213	....	502
Yates	Dundee Preparatory School	271	330	602	
	Eddytown (Tarkey Seminary)	141	192	333	
Total		\$21,998	\$36,642	\$48,640	\$48,640

(B.) Statistics showing condition of Teachers' Training Classes for the first term of school year, 1893-94.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED			Classes visited by school commissioner.	Number who had already taught.	Apportionment to each institution.
		Males.	Females.	Total.			
Albany	Albany High School.....	.....	14	14	1	.....	\$24 00
Allegany	Alfred Centre (Alfred University - Academic Department).....	.....	9	14	1	.....	138 00
	Angelica (Wilson Academy) .....	.....	16	24	1	.....	210 00
	Friendship Union School.....	.....	10	13	1	.....	143 00
	Belfast (Genesee Valley Seminary).....	.....	6	11	.....	1	194 00
Broome	Deposit Academy .....	.....	7	11	.....	.....	197 00
	Union Union School.....	.....	10	13	1	.....	160 00
	Windsor Union School.....	.....	10	13	.....	.....	185 00
Cattaraugus	Franklinville (Ten Broeck Free Academy).....	.....	11	12	.....	.....	153 00
	Portville Union School.....	.....	9	16	.....	.....	196 00
	Randolph (Chamberlain Institute).....	.....	15	24	1	.....	129 00
Cayuga.....	Fair Haven Union School.....	.....	7	14	1	.....	194 00
	Moravia Union School.....	.....	11	21	1	.....	196 00
Chautauqua.....	Ellington Union School.....	10	4	14	1	.....	136 00
	Forestville Free Academy.....	.....	7	13	.....	.....	167 00
	Sherman Union School.....	.....	11	13	1	.....	196 00
	Westfield Union School.....	.....	7	11	1	.....	172 00
Chemung.....	Horseheads Union School.....	.....	9	12	.....	.....	251 00
Chemungo.....	Bainbridge Union School.....	.....	6	14	1	.....	302 00
	New Berlin Union School.....	.....	11	13	.....	.....	272 00
	Norwich Union School.....	.....	16	20	.....	.....	339 00
	Oxford Academy .....	.....	15	17	.....	.....	160 00
	Cincinnati Academy.....	.....	6	10	1	.....	283 00
Cortland	Franklin (Delaware Literary Institute).....	.....	10	19	1	.....	149 00
Delaware.....	Hancock Union School.....	.....	10	13	1	.....	144 00
	Stamford Seminary.....	.....	7	10	1	.....	136 00
Erie	Hamburg Union School.....	.....	11	16	.....	.....	249 00
Essex.....	Moriah (Sherman Collegiate Institute).....	.....	4	11	.....	.....	215 00
	Westport Union School.....	.....	9	13	.....	.....	247 00
Franklin.....	Chateaugay Union School.....	.....	11	14	1	.....	168 00
	Malone (Franklin Academy).....	.....	10	10	1	.....	196 00
Genesee	Bataavia Union School.....	.....	10	11	1	.....	117 00
Greene	Greenville Academy.....	4	9	13	.....	.....	.....

STATISTICAL TABLES — (Continued).

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Apportionment to each institution.
		Males.	Females.	Total.			
Herkimer	Fairfield Seminary	10	15	25	.....	12	\$350 00
	West Winfield Union School	1	15	16	.....	7	96 00
	Adams Collegiate Institute	0	12	21	.....	10	342 00
	Carthage Union School	2	8	10	.....	6	160 00
	Antwerp (Free Seminary)	2	14	16	.....	3	192 00
	Watertown High School	1	17	18	.....	3	221 00
	Copenhagen High School	2	12	14	.....	3	192 00
	Lowville Academy	2	11	14	.....	10	197 00
	Port Leyden Union School	2	14	16	.....	3	269 00
	Danville Union School	.....	11	11	.....	1	160 00
Livingston	Lima (Genesee Wesleyan Seminary)	2	7	9	.....	.....	183 00
	Cazenovia Seminary	3	13	16	.....	7	204 00
	Onondaga Union School	.....	17	17	.....	7	186 00
	Rochester Free Academy	.....	26	26	.....	.....	350 00
	Webster Union School	6	6	12	.....	1	176 00
	Canajoharie Union School	8	7	15	.....	.....	112 00
	Fonda Union School	3	13	16	.....	4	298 00
	St. Johnsville Union School	3	8	14	.....	7	118 00
	Clayville Union School	3	10	13	.....	4	234 00
	Clinton Union School	4	10	14	.....	9	160 00
Oneida	Ulrica Free Academy	.....	12	12	.....	.....	179 00
	Baldwinsville Free Academy	6	12	18	.....	3	240 00
	Jordan Free Academy	.....	13	13	.....	3	211 00
	Manlius Union School	2	9	11	.....	6	118 00
	Onondaga Valley (Onondaga Academy)	13	6	19	.....	7	321 00
	Syracuse High School	.....	31	31	.....	3	350 00
	Canandaigua Union School	.....	14	14	.....	1	174 00
	Fort Jervis Union School	.....	13	13	.....	1	136 00
	Albion Union School	.....	93	94	.....	3	830 00
	Fulton Union School	4	21	25	.....	11	850 00
Oswego	Mexico Academy	.....	9	14	.....	4	197 00
	Pulaski Union School	5	19	24	.....	17	168 00
	Sandy Creek High School	.....	11	11	.....	4	136 00
	.....	6	11	17	.....	.....	.....

Ozego	Coopersstown Union School	9	13	1	4	216 00
Queens	Morris Union School	13	18	1	4	805 00
Rensselaer	Richfield Springs Union School	16	23	1	8	119 00
St. Lawrence	Schenenav Union School	14	20	1	4	176 00
	Unadilla Union School	18	13	1	4	170 00
	Fishing High School	10	10	1	3	184 00
	Woodhaven Union School	11	11	1	7	850 00
	Lansburgh Academy	1	20	1	10	183 00
	Brasher Falls (Brasher and Stockholm Union School)	10	21	1	8	12 00
	Canton Union School	12	19	1	10	169 00
	Massena Union School	10	12	1	9	249 00
	Norwood Union School	12	14	1	6	142 00
	Ogdensburg Free Academy	9	14	1	4	224 00
	C-bleskul High School	12	12	1	16	301 00
	Havana (Cook Academy)	23	22	1	6	169 00
	Canisteo Academy	4	12	1	1	106 00
	North Cohocton (North Cohocton and Atlanta Union School)	12	16	1	5	120 00
	Painted Post Union School	4	12	1	5	144 00
	Prattsburg (Franklin Academy)	2	10	1	7	240 00
	Hornetsville Free Academy	7	10	1	9	100 00
	Liberty Union School	11	11	1	9	350 00
	Monticello Union School	13	16	1	3	213 00
	Owego Free Academy	8	13	1	2	209 00
	Waverly High School	20	25	1	5	160 00
	Dryden Union School	13	14	1	8	219 00
	Groton Union School	6	11	1	3	170 00
	Rhaca High School	4	13	1	7	248 00
	Trumansburg Union School	1	22	1	6	108 00
	Ellenville Union School	4	16	1	5	243 00
	Kingston Free Academy	3	14	1	2	272 00
	Glens Falls Academy	1	20	1	8	144 00
	Sandy Hill Union School	1	10	1	9	100 00
	Whitehall Union School	1	12	1	5	230 00
	Clyde High School	2	13	1	8	219 00
	Marion Coll-geat- Institute	7	13	1	3	215 00
	Palmira Classical Union School	4	10	1	1	170 00
	Sodus Academy	11	13	1	3	196 00
	Arcade Union School	7	13	1	7	248 00
	Attica Union School	5	9	1	6	108 00
	Pike Seminary	3	9	1	5	214 00
	Dundee Preparatory School	6	10	1	6	243 00
	Eddytown (Starkey Seminary)	6	16	1	2	272 00
		9	15	1	8	144 00
Totals		396	1,276	80	558	\$21,998 00

* Apportioned with second term.

STATISTICAL TABLES — (Continued).
 (B.) Statistics showing condition of Teachers' Training Classes for the first term of school year 1893-94.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Apportionment to each institution.
		Males.	Females.	Total.			
Herkimer	Fairfield Seminary	10	15	25	.....	12	\$850 00
Jefferson	West Winfield Union School	1	15	16	.....	7	96 00
.....	Adams Collegiate Institute	0	12	12	.....	10	342 00
.....	Cartilage Union School	2	18	20	.....	6	160 00
.....	Antwerp (Ives Seminary)	4	14	18	.....	8	192 00
.....	Watertown High School	2	17	19	.....	8	221 00
.....	Copentown High School	2	12	14	.....	8	192 00
.....	Lowville Academy	2	11	13	.....	10	147 00
.....	Port Leyden Union School	2	14	16	.....	8	269 00
Livingston	Danville Union School	1	11	12	.....	1	169 00
.....	Lima (Gleness Wesleyan Seminary)	2	7	9	.....	1	153 00
Madison	Glenesville Seminary	3	13	16	.....	7	206 00
.....	Onondaga Union School .....	.....	17	17	.....	7	186 00
Monroe	Rochester Free Academy .....	.....	26	26	.....	1	350 00
.....	Webster Union School	6	6	12	.....	1	176 00
Montgomery	Canajoharie Union School	8	7	15	.....	1	112 00
.....	St. Johnsville Union School	8	13	21	.....	4	268 00
.....	St. Johnsville Union School	8	10	18	.....	7	118 00
Oneida	Clinton Union School	4	10	14	.....	4	234 00
.....	Utica Union School .....	.....	12	12	.....	9	160 00
Onondaga	Baldwinsville Free Academy	6	12	18	.....	.....	179 00
.....	Jordan Free Academy .....	.....	13	13	.....	1	240 00
.....	Manlius Free Academy .....	.....	19	19	.....	1	311 00
.....	Onondaga Valley School	13	6	19	.....	7	321 00
Ontario	Syracuse High School .....	.....	31	31	.....	3	350 00
Orange	Canandaigua Union School .....	.....	14	14	.....	1	174 00
Orleans	Port Jervis Union School .....	.....	13	13	.....	1	198 00
Oswego	Fulton Union School .....	.....	28	28	.....	2	350 00
.....	Mexico Acad	1	31	32	.....	11	550 00
.....	Pulaski Union School	2	9	11	17	197 00
.....	Sandy Creek High School	2	11	13	4	153 00

TEACHERS' TRAINING CLASSES.

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Ozago	Cooperstown Union School	4	9	13	4	916.00
	Morris Union School	6	13	18	4	525.00
	Richfield Springs Union School	7	16	23	.....	1	119.00
	Schenevus Union School	6	14	20	.....	1	170.00
Queens	Unadilla Union School	6	18	18	.....	1	170.00
	Flushing High School .....	.....	10	10	.....	.....	384.00
	Woodhaven Union School .....	.....	11	11	.....	.....	184.00
Rensselaer	Lansingburgh Academy	1	20	21	.....	1	350.00
St. Lawrence	Brasher Falls (Brasher and Stockholm Union School)	5	10	15	.....	1	153.00
	Canton Union School .....	.....	12	12	.....	1	112.00
	Massena Union School .....	.....	10	19	.....	1	169.00
	Norwood Union School .....	.....	2	12	.....	1	249.00
	Orleansburg Free Academy .....	.....	0	14	.....	1	142.00
Schoharie	Cobleskill High School .....	.....	4	12	.....	.....	244.00
Steuben	Havana (Cook Academy) .....	.....	2	12	.....	.....	162.00
	Canisteo Academy .....	.....	2	20	.....	.....	301.00
	North Cohocton (North Cohocton and Atlanta Union School) .....	.....	4	12	.....	16	169.00
	Painted Post Union School .....	.....	2	10	.....	1	106.00
	Prattsburg (Franklin Academy) .....	.....	7	10	.....	1	120.00
	Hornesville Free Academy .....	.....	11	11	.....	.....	144.00
Sullivan	Liberty Union School .....	.....	3	13	.....	7	240.00
	Monticello Union School .....	.....	6	25	.....	1	350.00
Tioga	Owego Free Academy .....	.....	1	13	.....	1	197.00
	Waverly High School .....	.....	5	6	.....	1	196.00
Tompkins	Dryden Union School .....	.....	4	9	.....	1	308.00
	Groton Union School .....	.....	1	22	.....	1	350.00
	Ithaca High School .....	.....	4	16	.....	1	413.00
	Trumansburg Union School .....	.....	14	17	.....	1	333.00
Ulster	Ellenville Union School .....	.....	30	20	.....	1	269.00
	Kingston Free Academy .....	.....	1	10	.....	1	135.00
Warren	Glens Falls Academy .....	.....	1	10	.....	.....	160.00
	Glens Falls Union School .....	.....	1	12	.....	1	230.00
Washington	Sandy Hill Union School .....	.....	2	12	.....	.....	519.00
	Whitehall Union School .....	.....	7	13	.....	1	715.00
Wayne	Clyde High School .....	.....	2	20	.....	3	348.00
	Marion Collegiate Institute .....	.....	4	11	.....	.....	170.00
	Palmyra Classical Union School .....	.....	13	13	.....	3	348.00
Wyoming	Sodus Academy .....	.....	7	13	.....	7	108.00
	Arcade Union School .....	.....	6	9	.....	1	208.00
	Attica Union School .....	.....	8	9	.....	1	213.00
Yates	Pike Seminary .....	.....	5	10	.....	6	214.00
	Dundee Preparatory School .....	.....	6	10	.....	2	243.00
	Eddytown (Starkey Seminary) .....	.....	6	16	.....	1	572.00
		.....	6	9	.....	1	144.00
Totals		396	1,276	1,672	80	568	\$21,998.00

* Apportioned with second term.

(C.) Statistics showing the condition of Teachers' Training Classes for the second term of school year, 1893-94.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school member.	Number who had already taught.	Apportionment to each institution.
		Males.	Females.	Total.			
Albany	Albany High School.	14	14	28	1	1	\$37 00
Allegany	Alfred Center (Alfred University).	8	8	16	1	7	164 00
	Angelica (Wilson Academy).	21	21	42	1	12	350 00
Broome	Friendship Academy.	12	12	24	1	7	244 00
	Depoist Academy.	4	4	8	1	5	124 00
	Union Uni in School.	8	8	16	1	3	175 00
Cattaraugus	Windsor Union School.	17	17	34	1	3	258 00
	For ville Union School.	6	6	12	1	3	165 00
Cayuga	Randolph (Chamberlain Institute).	14	14	28	1	13	347 00
	Fair Haven Union School.	18	18	36	1	6	265 00
	Moravia Union School.	6	6	12	1	5	70 00
Chautauqua	Weedsport Union School.	16	16	32	1	7	210 00
	Ellington Union School.	8	8	16	1	2	132 00
	Freshville Union School.	8	8	16	1	6	223 00
	Westfield Union School.	4	4	8	1	5	141 00
Chemung	Sinclairville Union School.	13	13	26	1	4	241 00
Chenango	Horseheads Union School.	13	13	26	1	5	160 00
	Bainbridge Union School.	13	13	26	1	3	252 00
	Norwich High School.	17	17	34	1	9	298 00
	Oxford Academy.	19	19	38	1	4	261 00
	Sherburne Union School.	10	10	20	1	4	107 00
Cortland	Cincinnati Academy.	13	13	26	1	6	154 00
Delaware	Franklin (Delaware Literary Institute).	13	13	26	1	11	157 00
	Hancock Union School.	7	7	14	1	6	371 00
Erle	Stamford Seminary and Union School.	10	10	20	1	3	160 00
	Angola Union School.	4	4	8	1	6	103 00
Essex	Clarence (Parker Union School).	15	15	30	1	2	214 00
	Hamburg Union School.	17	17	34	1	5	124 00
Franklin	Morlab (Sherman Collegiate Institute).	23	23	46	1	14	350 00
	Westport Union School.	15	15	30	1	13	247 00
Genesee	Cattaraugus Union School.	13	13	26	1	10	315 00
	Malone (Franklin Academy).	12	12	24	1	8	161 00
	Batavia Union School.	12	12	24	1	1	149 00
	Le Roy Union Free School.	6	6	12	1	1	174 00

TEACHERS' TRAINING CLASSES.

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Reene	Greenville Academy	11	15	4	218 00
Herkimer	Fairfield Seminary	11	27	11	260 00
Jefferson	West Winfield Union School	10	11	.....	6	128 00
	Adams Collegiate Institute	13	18	.....	5	270 00
	Carthage Union School	16	19	.....	10	218 00
	Antwerp (Ives Seminary)	4	11	.....	3	222 00
Lewis	Watertown High School	17	18	.....	4	261 00
	Copenhagen Union School	11	12	.....	2	160 00
Livingston	Lowville Academy	13	16	.....	14	271 00
	Port Leyden Union School	20	23	.....	14	222 00
	Danville Union School	8	11	.....	3	115 00
	Lima (Genesee Wesleyan Seminary)	8	11	.....	3	197 00
Madison	Nunda Union School	4	9	.....	5	80 00
	Cazenovia Seminary	3	10	.....	6	221 00
	Brookfield Union School	8	13	.....	8	186 00
	Oneida Union School	21	22	.....	6	290 00
Monroe	Rochester Free Academy	1	28	.....	...	260 00
	Webster Union School	8	16	.....	2	194 00
Montgomery	Canajoharie Union School	8	16	.....	3	266 00
	Fonda Union School	3	14	.....	5	271 00
Niagara	St. Johnsville Union School	9	14	.....	8	169 00
Oswego	Wilson Union School	10	11	.....	5	198 00
	Clayville Union School	12	15	.....	3	216 00
	Clinton Union School	9	13	.....	11	228 00
	Utica Training School	12	12	.....	...	228 00
Onondaga	Baldwinsville Free Academy	13	18	.....	4	299 00
	Jordan Free Academy	18	18	.....	2	198 00
	Onondaga Valley (Onondaga Free Academy)	18	22	.....	13	260 00
Ontario	Syracuse High School	34	34	.....	3	260 00
	Canadagrus Union School	12	14	.....	2	226 00
Orange	Geneva Classical and Union School	12	12	.....	1	144 00
Orleans	Albion Union School	12	13	.....	1	166 00
Oswego	Fulton Union School	22	24	.....	...	273 00
	Mexico Academy	19	25	.....	13	350 00
	Pulaski Union School	7	9	.....	8	271 00
Otsego	Kandy Creek High School	3	18	.....	15	246 00
	Cooperstown Union School	14	18	.....	10	184 00
	Morris Union School	7	13	.....	8	185 00
	Richfield Springs Union School	19	24	.....	1	260 00
Queens	Schenectady Union School	8	14	.....	6	268 00
	Flushing High School	14	14	.....	...	280 00
	Rockville Center South Side Union School	17	17	.....	...	289 00
Remondseer	Woodhaven Union School	7	14	.....	2	21 00
	Woodstock Falls Union School	14	14	.....	...	283 00
St. Lawrence	Leedsburg Academy	17	20	.....	1	350 00
	Brasher Falls (Brasher and Stockholm) Union School	18	16	.....	21	290 00
	Canton Union School	12	12	.....	8	183 00
	Massena Union School	15	26	.....	9	123 00
	Norwood Union School	11	22	.....	13	311 00
	Ogdensburg Free Academy	4	18	.....	10	106 00

STATISTICAL TABLES — (Continued).
 (C.) Statistics showing the condition of Teachers' Training Classes for the second term of school year, 1893-94.

County.	NAME OF INSTITUTION.	NUMBER OF SCHOLARS REPORTED.			Classes visited by school commissioner.	Number who had already taught.	Apportionment to each institution.
		Males.	Females.	Total.			
Schoharie.....	Cobleskill High School.....	2	15	17	1	4	\$94 00
Schuyler.....	Havana (Cook Academy).....	5	9	14	1	4	166 00
Steuben.....	North Colton (North Colton and Atlanta Union School).....	6	16	21	1	7	271 00
	Painted Post Union School.....	5	8	13	1	1	83 00
	Prattsburg (Franklin Academy).....	5	6	11	1	5	253 00
	Addison Union School.....	5	9	14	1	7	213 00
	Canisteo Academy.....	3	22	25	1	12	747 00
Sullivan.....	Liberty Union School.....	2	13	15	1	1	167 00
	Monticello Union School.....	7	9	16	1	10	164 00
Ruffolk.....	Southampton Union School.....	1	13	14	1	1	233 00
Tioga.....	Owego Free Academy.....	7	27	34	1	9	350 00
	Waverly High School.....	3	17	20	1	6	241 00
Tompkins.....	Groton Union School.....	4	4	8	1	4	144 00
	Ithaca High School.....	3	20	23	1	9	259 00
	Trumansburg Union School.....	5	13	18	1	3	211 00
Ulster.....	Ellenville Union School.....	1	14	15	1	5	230 00
Warren.....	Kingsburg Free Academy.....	1	22	23	1	1	350 00
	Glens Falls Academy.....	1	11	12	1	6	112 00
	Glens Falls Union School.....	3	12	15	1	4	117 00
Washington.....	Warrensburg Union School.....	3	9	12	1	10	108 00
	Sandy Hill Union School.....	2	17	19	1	10	261 00
Wayne.....	Wildland Union School.....	5	17	22	1	6	303 00
	Clyde High School.....	5	15	20	1	4	213 00
	Marion Collegiate Institute.....	9	10	19	1	1	326 00
	Palmyra Classical Union School.....	3	13	16	1	1	209 00
	Red Creek Union Seminary.....	10	12	22	1	11	860 00
	Sodus Academy.....	8	11	19	1	4	266 00
Wyoming.....	Walworth Academy.....	3	9	12	1	6	253 00
	Arcade Union School.....	3	11	14	1	6	259 00
Yates.....	Pike Seminary.....	1	11	12	1	6	350 00
	Dundee Preparatory School.....	1	12	13	1	6	192 00
	Eddytown (Starkey Seminary).....	8	8	16	1	6	192 00
Totals.....		469	1,511	1,980	50	702	\$38,627 00

STATISTICAL TABLES — (Continued).
(D.) Teachers' Training Classes — General Summary from 1889 to 1894.

TERM.	Number of classes appointed.	Number of classes organized.	NUMBER OF PUPILS REGISTERED.			Number of visits by school commissioners.	Number who had already taught.	Number completing examination for second grade.	Number of scholars allowed.	Amount paid.
			Men.	Women.	Total.					
1889-90, First term.....	61	49	163	596	758	34	256	208	680	\$7,932 00
1889-90, Second term.....	60	59	225	844	1,069	36	327	603	928	10,463 00
1890-91, First term.....	78	61	221	758	979	39	304	336	873	14,759 00
1890-91, Second term.....	82	56	233	736	969	26	291	463	808	13,037 00
1891-92, First term.....	87	82	292	1,012	1,374	52	464	206	1,053	17,612 00
1891-92, Second term.....	114	77	292	864	1,356	54	390	365	1,070	16,774 00
1892-93, First term.....	132	95	304	1,130	1,434	78	456	254	1,153	19,550 00
1892-93, Second term.....	139	100	339	1,179	1,518	81	518	527	1,370	21,740 00
1893-94, First term.....	.....	109	306	1,276	1,672	80	558	.....	1,317	21,998 00
1893-94, Second term.....	.....	118	469	1,511	1,980	80	702	.....	1,709	26,637 00

EXHIBIT NO. 18.

ARBOR DAY.

1. LAW ESTABLISHING ARBOR DAY.
 2. COMMENDATION OF ARBOR DAY IN NEW YORK, BY B. G. NORTHEOP.
 3. REMARKS AND SUGGESTIONS OF THE STATE SUPERINTENDENT.
 4. POEM — SOMETHING GOOD ABOUT PANSIES — BY MARY A. MCCLELLAND — ILLUSTRATED.
 5. LETTER — TO THE GIRLS AND BOYS — BY FRANCES THEODORA DANA.
 6. THE MIXED BORDER — AS APPLIED TO THE DECORATION OF SCHOOL GROUNDS, WITH DIAGRAM, BY WILLIAM S. EGER-
TON, SUPERINTENDENT PARKS, ALBANY.
 7. THE PLANTING SONG — BY S. F. SMITH.
 8. THE ROSE.
 9. A FLORAL GROVE MEETING — BY MRS. M. A. B. KELLY.
 10. THE OAKS — ILLUSTRATED.
 11. SELECTION, BY JAMES RUSSELL LOWELL.
 12. SCHOOLS OF AGRICULTURE AND HORTICULTURE — BY CHARLES
R. SKINNER.
-

ARBOR DAY, MAY 4, 1894.

1. LAW ESTABLISHING ARBOR DAY.

Article 15, title 15 of the "Consolidated School Law," chapter 556 of the Laws of 1894:

SECTION 44. The Friday following the first day of May in each year shall hereafter be known throughout this State as Arbor Day.

§ 45. It shall be the duty of the authorities of every public school in this State, to assemble the scholars in their charge on that day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as will tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

§ 46. The State Superintendent of Public Instruction shall have power to prescribe from time to time, in writing, a course of exercises and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on Arbor Day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid, shall promptly provide each of the schools under his or their charge with a copy, and cause it to be adopted and observed.

§ 47. The Legislature shall annually make an appropriation for carrying out the provisions of this act, upon the recommendation of the Superintendent of Public Instruction.

2. COMMENDATION OF ARBOR DAY IN NEW YORK.

New York is the banner State in Arbor Day work as well as in its liberal policy for the extension and conservation of State forests. Though late in starting the observance of Arbor Day, during the last four years it has achieved greater results than any other State, in the number and excellence of its Arbor Day circulars and programs sent to all its schools; in the space in its Annual Educational Report, devoted to information and suggestions for Arbor Day observance; in the widespread interest in the selection of a State tree and a State flower, involving over half a million of ballots in a single year; in the choice, by vote of the teachers, of the best American poem on trees (Bryant's "Forest Hymn"); in the prizes offered for the best kept district school grounds and for the best Arbor Day essay. Who can estimate the influence thus exerted upon the million of youth in the schools of the Empire State in fostering love of nature and a higher appreciation of the beauty and value of trees? Let each child be also encouraged to plant some flower, shrub, vine, or tree around the homestead or by the wayside.

CLINTON, CONN.

B. G. NORTHPROP.

3. REMARKS AND SUGGESTIONS OF THE STATE SUPERINTENDENT.

We are gratified and pleased to receive from Dr. Northrop of Connecticut, so favorable a commendation of our efforts in behalf of Arbor Day, and we esteem it more highly coming as it does from one who, after Hon. J. Sterling Morton originated Arbor Day in Nebraska for economic tree-planting, was the means of applying this grand work to schools, and of establishing the observance of Arbor Day in the schools of many of our States and Territories, until now the day is observed in forty States and Territories in accordance with legislative act, or by special recommendation of the Governor or State School Superintendent, or the State grange, or the State horticultural and agricultural societies, or by all these combined.

"Just the same thing over and over!
But that is the way of the world, my dear,
Over and over, over and over,
Old things repeated from year to year."

Yet every spring the earth is new. There is a new majesty in the budding tree, a new freshness in each blade of growing grass, a new beauty in the flower, a new delicacy in the coloring of the tender buds, and in all the charming and subtle harmonies of color in sky and tree and flower, all appealing to the eye or ear. And since nature is never weary of beseeching us to

look and listen and learn, and every spring vies with herself in endeavoring to disclose to our view new glories, though we pass them by, unobserved, can there then be a limit to man's earnest effort in the 'cause of Arbor Day, or a point at which his pen should stop in devising means of making the day most interesting and most practically instructive?

We read with careless eye, however, and listen with divided attention, and soon forget in the busy whirl of our daily duties, and have not yet learned how to improve the odd moments, even amid our work, in watching nature's movements and in listening to her secrets, which are whispered in our ear by every rustling tree, and sung to us by bird and insect, and held up to our gaze in every bud and leaf and flower. Thoreau truly says, "We should go to the woods and make leisure and opportunity to see the spring come in—on the alert for the first signs of spring, to hear the chance note of some arriving bird, or the striped squirrel's chirp, for his stores must be now nearly exhausted, or see the woodchuck venture out of his winter quarters. We can never have enough of nature. We need the tonic of wildness."

Had the pen or the human voice the power possessed by one little flower of which we read, Arbor Day would long ere this have become the brightest and most eventful day of all the year.

You perhaps know the story of Count de Charney, the French political prisoner, and *la povera Picciola*, "the poor little one," as he named it, and how one day, while slowly crossing his prison courtyard and counting the paving stones, his attention was suddenly arrested by a slight mound of earth, rising between two stones, and divided at the top. Greatly agitated, he thought of subterranean ways of escape, which were perhaps on the point of opening, and of life and liberty. But in a moment cool reason had returned, and he stooped down to the little mound and gently widened the opening. Deeply humbled, he saw that his emotion was caused by a weak, pale, and languishing plant, and he was only arrested in the act of destroying it by a fragrant breeze which reached him from beyond his stone walls, and seemed to implore mercy for the poor plant, which would perhaps some day yield perfumes for him. As the days passed by he studied his "poor little one," and learned the office of the cotyledons; he saw it go to sleep at night and waken in the morning; he learned the use of the spiny hairs which covered its stalk, and even became able at last to determine the hour of the day from the odor of his plant. And as the time drew near for it to blossom, he found himself impatient and curious. This man—with worn-out heart and frozen brain, so vain of his intellect, and who had just fallen from the height of his proud science to sink his vast thoughts in the contemplation of a blade of grass—was wishing for something. Anxiously he watched it blossom, and the blossom ripen into fruit, and studied the insects which sought to destroy his plant, and tempered every breeze that visited it, and shielded it with his own clothing from the storm or the too hot rays of the sun.

Could some tree or plant, leaf or blossom, so appeal to every teacher and pupil in our State, the celebration of Arbor Day could not be criticised as having too much oratory and too little practical or intelligent instruction; much music and declamation, but very little of anything that can add to the popular interest or knowledge regarding trees or forests, or their functions and value, and when our Arbor Day speakers shall realize that the children need instruction in all matters pertaining to the day, they will perhaps be aroused to active work, that they may have a fulness of knowledge and experience from which to speak. Theorizing is all very well, and a citing of the experience and discoveries of others, but what we need is a practical application on the part both of old and young. Arbor Day should be the culmination of the year's experiments and study, not a day when a spasmodic interest in tree-planting and gardening is felt, to be forgotten all the rest of the year, until the day shall come around again.

We admit, of course, that the sentimental side of the celebration has its uses, and to cultivate an affection for trees and an appreciation of their beauty is worth striving for. But our pupils will love trees no less when with that affection is associated a knowledge of name and characteristics, proper method of planting and requirements for wholesome growth; neither will their love decrease if they are taught that the object of Arbor Day is not fulfilled when the last tree, deprived of its tender fibrous roots, is hastily put into a hole altogether too small for it, and covered with earth in no wise prepared to nourish it, or when the last oration is delivered and the last song sung. What would be our criticisms should the builders endeavor hastily to construct the building when we were all assembled for the dedication, when we were impatiently waiting for some more entertaining part of the program? Let us be as consistent in our tree planting, and remember that when we begin to interfere with nature's laws, we are opening the way for failure.

The law does not compel us to plant trees on Arbor Day, no matter how unsuited the season or the weather, but distinctly states that the exercises of the day "shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results." It is an act to encourage arboriculture the culture of trees, for *arbor* was a tree to the Romans, and we do not encourage such culture unless we plant trees at the time best suited to their growth.

We have now been observing Arbor Day for five years, since May 3, 1889, and is it not time that we should point out to the children that there is something for them to do personally other than learning orations and poems suited to the day? This must be our aim and purpose if the day is to continue a permanent institution in our State. The children, of course, can not plant trees, but they can learn how it ought to be done, and can watch the process in a quiet hour, when an eager audience, far from the scene of battle, are not wishing it were well over.

But better still, go to Nature herself, and take your pupils with you, even without book or picture, and not only look, but see for yourself what she would teach you of tree and leaf and flower, and of all her fairest children, those delicate plants

"That come before the swallow darts and take
The winds of March with beauty."

as well as those which appear through all the succeeding months, until snow covers the ground again. We are too likely to botanize in the spring, and by June forget that the woods are redolent with new beauties, but "once you wish to identify them, there is nothing escapes."

Though we may claim to have no knowledge of botany, we can learn with our pupils; and with our Library Law of 1892, by which the State apportions to each district an amount of money equal to that raised for library purposes, why should not every school soon have at its command quite a botanical library to verify the observations made in field and wood?

What wonders might not be in store for our children if we would but lead them to Nature, instead of away from her, burying their youthful fancies and imaginations and questionings in the printed page, the product of other men's thought, thus cutting off all original research, the natural tendency of boy or girl, particularly at that period of life when their habits and tastes are being formed, and when we unconsciously, but just as surely, nevertheless, are turning their faces toward the pathway which they shall follow all through life — yes, and more than that, are starting their feet in that pathway.

If we direct all their attention toward a mercantile life, our boys and girls, when compelled to leave school, will rush to the cities, already overcrowded with applicants, to engage in mercantile pursuits, leaving horticultural and agricultural interests even more neglected than they are now.

Farming and gardening are coming to be considered as beneath the attention of many, and as a consequence our farms are suffering; but give our children such training in horticulture, agriculture and arboriculture as foreign countries are giving their children, or at least instill in them a love for such study and research, and with all the aids which this age of machinery and genius have placed at our command, many of our boys and girls will find in such occupation their chief delight.

The best thing we can do for our pupils, next to rousing the conscience, is, not to give them things to think about, but to wake things up that are in them; or, in other words, to make them think things for themselves.

It was in a meditative moment that the idea dawned upon the mind of Goethe that the flower of a plant is not a separate organ, but only the higher development and transformation of its leaves; that all the parts of a plant, from the seed to the blossom and fruit, are only modifications of the leaf. Are there no discoveries yet to be made, and have we already reached the highest point of development and culture in natural science?

And there is another reason why I would urge you to go to field and wood to study plants and trees, for I am convinced that we can only study them aright when we consider them in their relation to bird and insect and habitat. What is the tree without the bird that builds its nest therein, and what the woods without the thousand chirps and trills that make it seem enchanted? Truly a wood "without birds is like a meat without seasoning." And not alone considered aesthetically is their value in this, but the defense of trees against their insect enemies introduces us to one of the most interesting provinces of the out-of-door world, the life of birds and their services to man. "The bird is not in its ounces or inches, but in its relation to nature."

Consider the tree or flower away from all its surroundings, away from the life and stir, and quiet hum or merry chirp, gleanings all information from the printed page, within the four walls of a schoolroom, when everything without calls so enticingly, and is it any wonder that children do not love botany? Even in a seemingly barren school yard busy little minds will find much of interest.

In our manual this year we give some directions for beautifying the school grounds, and have been careful to speak only of hardy plants, which, with a little care, will thrive and blossom year after year. Let the boys and girls feel a pride in this, and let them personally do the work. They will love it more. If you have no shady corner for ferns or wild flowers, plant some trees and make one, even though neither teacher nor pupil may remain to benefit by them. Some coming later will thank you in their hearts. And if there is no school yard for such work, strive to have the school grounds enlarged, or have the children find a place at home or obtain the privilege of gardening some waste spot, and encourage them to report frequently their progress. This will lead them to inquire of florists and botanists concerning many points. In cities, where garden space is small, the Japanese ivy is a most beautiful vine for planting, and requires but little ground space.

All this, we are well aware, is not forestry proper; but our children are not lumbermen or legislators, nor do they own vast tracts of mountain forests—but they may be, and may some day, and we are now preparing them to judge wisely in the future.

We are favored this year with a delightful letter to the children from Mrs. William Starr Dana, who has written so beautifully of the wild flowers in her literary productions. I particularly desire that this letter may reach every child in the State, and that all may be encouraged to follow Mrs. Dana's advice.

The Department is very much interested in this Arbor Day work, and would like to hear frequently from all parts of the State, of efforts made and results accomplished, and even an account of failures would contain much of interest. Do not let the State be silent upon this question. Last year, when a liberal reward was offered for a herbarium of trees, the response was surprisingly slow and meager.

The reward offered to a member of a union free school or common school of the State was earned by James A. Burdick, of Rotterdam, Schenectady county, a boy 13 years of age, who had spent much time and thought in the preparation of a very creditable collection of specimens of our State trees. There were no competitors for the other reward offered.

Last year we published notes of our native maples, this being our State tree, which would enable anyone to recognize and name them. This year a similar account of the oaks is given, these being very numerous, attractive and useful in our State. The truth is that very few people, comparatively, can identify half the trees in our woods or by our roadsides, and such instruction is needed as will enable our pupils to call our familiar trees by their proper names. Let us do a little every year, and this year lay out for ourselves and our pupils a careful study of the oaks, which will be quite an addition to our tree knowledge.

When we have learned to *know* nature, we can appreciate, perhaps, to a degree, the sentiment of Emerson: "A sunset, a forest, a snow-storm, a certain river-view, are more to me than many friends, and do ordinarily divide my day with my books."

J. F. CROOKER,
State Superintendent.

4. "SOMETHING GOOD ABOUT PANSIES."

We had climbed to the top of old Gray Peak,
And viewed the valley o'er;
And we started off on our homeward tramp—
A good three miles or more.

The road lay covered like a ribbon of gold,
Around the base of the hill,
And the brook gleamed out with a silver sheen
From thickets near the mill.

But the sun shone warm on the dusty road,
 Until, by heat oppressed,
 We wearily stopped at a cottage gate;
 The matron bade us rest.
 How cool was the shade of the trumpet vine,
 A spring ran fresh and clear;
 The flash and whirr of a jeweled thing —
 A humming bird was near.

We were sauntering down the garden path,
 Repeating kind good-byes,
 When suddenly now were our footsteps stayed —
 New beauties met our eyes.

"Will you have some pansies," the hostess asks,
 "O, thank you, no!" we say;
 But the matron is culling the purple blooms —
 We let her have her way.

Purple and blue and russet and gold
 Those fragrant rich bouquets;
 "Ah!" she explains, "of my violets sweet
 You have not learned the ways."

"There is something good about pansies
 That's worth your while to know;
 The more they are picked and given away
 The more they are sure to grow."

—*Mary A. McClelland.*

5. LETTER TO THE GIRLS AND BOYS.

When State Superintendent Crooker wrote and asked me to say something to the boys and girls of our schools, about the pleasure to be found in making the acquaintance of the flowers which grow along every country road, which border the well-known paths through the woods, or across the fields, I felt at once that the opportunity was not one to be lost; for I am most anxious to persuade all the children, all the young people, whom I can reach in any way, to add to the interest of their lives by learning something of these flowers, which they have been passing by without a thought, perhaps, day after day, year after year.

When I was a very little girl I wished greatly to know the names of the different flowers, whose faces — for it seems to me that flowers have faces — were so familiar to me. It so happened that none of my family or friends could give me the information which I wished, but I chanced to hear that a book called how "How Plants Grow" had been written by the well-known student of plants, the great botanist, Dr. Gray, for the use of children, and that this book would show me how to find out for myself the names of all the flowers; so I persuaded my mother to buy it for me, and I remember so well the eager delight with which I began its study, a delight which, unfortunately, soon gave way to discouragement, as I was too young and inexperienced to master the "Key" which could unlock the secret of the flowers' names, and at last, in despair, I gave up the attempt. I can hardly tell you how sorry I am to-day that I did not turn to some older friend for help, for now I know that by failing to do so, I have missed a great deal of real delight, that many a walk in the woods, that many a picnic would have been far more full of pleasure had I some little knowledge of the names and ways of the flowers which were always near at hand, and which I always loved and noticed.

It was only a few years ago that I began once more seriously to study them, and I assure you, my dear boys and girls, that since I have learned not only to know by sight, but to call by name these flowers, to recognize their families, to notice their queer little habits and whims, a lonely walk along an ordinary country road is as much more full of interest than before, as you would

find it pleasanter to go off for a day's frolic, with your own friends, the boys and girls you know and like, than with a party of strangers, whose very names were unknown to you, from another town.

Until I discovered it for myself I would not have believed what good company these flowers could be. You would quite forget about the tiresome, dusty tramp to school if you were always on the lookout for a new flower, and finding one oftener than you now think possible. And this finding a new flower — one that we have never seen or known before — what a delight it is; and how interesting to learn the names belonging to it, not only the English name — the name it is known by in certain places only, as you are by your nickname, chiefly among your family and friends — but also its Latin or real name. This is sometimes ugly, but often pretty and musical, and very important because by it the little blossom is known all over the world, never mind what strange language may be spoken in the various places where it grows. If you asked a German, or an Italian, or a Russian, or perhaps even a learned Chinaman, for the plant's name, and if he were a botanist — that is, a person who really knew a good deal about plants — he would give you the same Latin name which you might have learned in your quiet little corner of the globe. So it is quite worth while, you see, to learn the Latin as well as the English name of a flower.

Now the object of this letter is to persuade the girls and boys of our schools — and especially of our country schools (although even the city children can learn a good deal, if they choose, in the great parks, and when they go off for a little holiday into the country) — to learn first the names of all the wild flowers that grow in their neighborhood.

It would seem very stupid, would it not, every day, year after year, to live near and to pass by certain people and yet fail to find out their names, or anything else about them? And, at the risk of being impolite, it is a little stupid to remain ignorant all our lives of the names of the flowers that spring up at our very feet. I hope that from now on you will keep asking — until you get answers — their names of everyone you meet. If, at first, the older people don't know, but see that you are bent on finding out, the chances are that they will go to work themselves and learn the names, so as not to be obliged always to confess their ignorance. But perhaps your teachers will be able to help you without difficulty. And what I advise you to do is this: Get a large sheet of paper, or a little blank book, and write down the English and Latin names of each flower as you find it, the date of the day you first discover it, and the place — whether roadside or swamp, or woods or dry hilltop — where you find it growing. As your list grows longer it will be a real pride and pleasure to you. You will soon begin to know when and where to expect to find the different ones. Perhaps some day some older botanist will pass through your town or village and will wish to know just what flowers grow in its neighborhood. Then, will it not be a satisfaction to some boy or girl to bring out a long, complete list of all the plants, with their times of flowering and the places which they frequent? Perhaps this information will be copied into some State survey, and go into the great libraries, and so help to spread through the Union the knowledge of its flowers.

But, even if nothing of this sort comes about, the girl or boy whose eyes are sharpened, and whose wits are quickened by a habit of constant and careful observation, will grow up, not only a far more delightful friend and companion, but a more useful, more trustworthy, and a happier man or woman.

The older people are sometimes to be blamed for the fact that the younger ones grow up with so little sharpness of observation. A child is by nature inquisitive. "Why is this?" "What is that?" fall so constantly from childish lips that not unnaturally the tired parents discourage, by inattention or rebuke, the habit of inquiry, failing to realize that by thus checking the healthy curiosity which is part of the nature of an intelligent child, they are doing him a serious injury. If these questions were patiently answered, even encouraged, never met with a sharp "Because it is!" the children's wits would be quickened, their powers of observation and reasoning increased, and their general mental capacity enlarged.

But, not only do I advise you all to learn the names and dates and homes of the flowers, but to note carefully their color, and also the different shapes of their leaves, whether these are long and narrow, or broad and rounded, and whether their edges are smooth, or cut into little teeth, like the edge of a saw. It is pleasant to be able to tell the name of a plant before its flowers appear, by its leaves alone. If you keep a plant-list, by all means write down a little description of the different leaves.

The roots, too, are worth attention. Many roots look like bunches of dirty threads. Others have a great hard knob, such as you find when you pull up the pretty green Jack-in-the-Pulpit.

Others run along underground, sending up leaves and flowers from time to time, as the Solomon's Seal, with its curious scars reminding one of a seal, and the bloodroot, with the bright red juice which stains your fingers, and which the Indians used as war-paint. These last so-called "roots" are really *underground stems*, but they are called roots by most people, and you can describe them as such in your plant-list until you know a little more of botany.

Then you will want to learn the names of the different parts of the flowers. You will discover that one sort of flower has only four of the little bright-colored leaves called petals, while another sort has five or six. You will notice in the middle of most flowers two kinds of little objects that look something like pins. If you examine them carefully you will see that one kind is tipped with a flat, sticky disk that is like the head of a pin, while the other bears a tiny bag of golden dust which, when you smell the blossom, often powders your nose quite yellow. The explanation of the use of this dust, and of what is accomplished by the bee which buzzes up to the flower and sucks out its honey, you will find as interesting as a fairy story.

Those of you who really take an interest in plants, and who honestly wish to know about them, will perhaps start a collection of your own, getting one specimen of every flower you find, pressing it in newspapers, and when it is quite dry, fastening it to a sheet of white paper, with its English and Latin names carefully written below, laying it away with other specimens which you have treated in the same manner for future use. Such a collection is far more interesting and useful than one of postage stamps, for example, and it will help you greatly to know and remember the flowers.

During this beautiful month of May I would like to visit all the country schools and persuade the teachers and scholars together to start monthly flower shows, the different boys and girls making exhibits, each one arranging his or her flowers in groups, all of one sort in one jar, and labeling them, if possible, with their English and Latin names, while certain older ones should be elected judges to decide each month upon the finest exhibit. At one of the meetings articles could be read about the different plants, or about all the flowers that could be found in a certain field, or along a particular piece of road. Such an article could be made very interesting if written by some one who is really in love with his subject.

The first show should take place before long. The woods and fields to-day are full of beautiful blossoms, delicate wild young things of the early year. Plenty of you know where to gather the finest liverworts, the largest bloodroots, the daintiest spring beauties. You know some hollow in the woods where the Jacks-in-the-Pulpit seem to hold spellbound their lovely congregations, where wake-robins are unfolding their red or white petals, and adders' tongues are drooping above their spotted leaves, and violets and anemones are crowding to the brook's edge. Many of you know the meadow where the rank-smelling skunk-cabbages are hiding their queer purple-hooded heads, and bright marsh marigolds or "cowslips" gleam like patches of sunlight.

Let those of you who are flower-lovers by nature take the lead, and organize a May flower show, and set out upon the summer of 1894 with a new interest and a new ambition.

After all it is not easy to say all that one wishes upon paper. As I write my thoughts run so far ahead of my fingers that at times my pen seems only to leave a straight line behind it. If I could meet you face to face, I feel sure that before the sun had set upon this Arbor Day, I could convince at least some of you of the ever fresh delight which can be found in these woods and fields which lie about us.

Sincerely yours,

FRANCES THEODORA DANA.

NEW YORK.

6. THE MIXED BORDER.

AS APPLIED TO THE DECORATION OF SCHOOL GROUNDS.

"You must nurse your own flowers if you would have them flourish, unless you happen to have a gardener who is as fond of them as yourself."—*Robert Southey*.

The expense of procuring tender bedding plants every spring for the flower borders has prompted many a lover of flowers to abandon this plan of treatment for the garden, and, wherever practicable, to return in a measure to the custom of our forefathers and restore the old-fashioned garden of hardy perennial plants. It is possible to improve upon the method of disorderly arrangement peculiar to the old-fashioned garden of former days, and, by a judicious introduction of hardy and well-selected flowering shrubs, supplemented by perennial plants

and Dutch bulbs, to make a border attractive throughout the entire season, without the necessity of an annual purchase of new stock or without much labor being expended for care and protection of the plants.

In order to illustrate this method of planting and to make it applicable to the decoration of school grounds, a small border plan is submitted, locating and showing the several varieties of plants utilized to secure pleasing results. This is simply a suggestion. The possibilities of harmonious combinations are endless.

One of the most effective ways to use hardy herbaceous plants and bulbs is in combination with flowering trees and shrubs in an irregular border. Our illustration shows an arrangement for such a border that could be made against a building or fence, or along the outer margin of a lawn; it is especially effective as a boundary planting for small city grounds, and may be modified to suit almost any situation. All of the choicest shrubs and evergreens can be used in this way, forming a background of handsome flowers and foliage throughout the season.

Many hardy flowers require good culture to be appreciated; certain others take their chances, like an evergreen candytuft, and the large leaved saxifrage, and the day lily, the German iris and a great many others. Hardy spring flowering bulbs, of all kinds, could be planted among the herbaceous plants, and along the edges these should be planted in colonies, and not scattered indiscriminately. Groups of lilies, of the long growing kinds, could be planted in the larger spaces between the shrubs, and they would grow more luxuriantly than they ever do when planted in open beds or borders.

The plan admits of splendid variety, and where there is sufficient scope a wide belt of shrubbery might be made into the most delightful type of garden, varied, broken and full of flowering things as well as beautiful shrubs and evergreens. The border should be well prepared before planting, as it is not to be disturbed afterward. The soil should be dug deeply and well enriched with manure, and if of a clayey nature, it would be well to add a few loads of sand or leaf mold. After planting, the border should not again be dug over; the custom of annually digging the surface of shrubbery borders results in mutilating the roots, and it is of no benefit whatever. The proper way is to mulch the surface of the ground with two or three inches of stable manure in the fall; in early spring the coarser parts of the manure should be raked off and the finer portion left as mulch for the summer. Managed in this way, the border can be kept in fine condition with very slight expense of labor.

The proper season for digging and preparation of a hardy border is late summer or early fall, so that it may be planted in September and October. The spring flowering bulbs, which are so great an addition to the hardy border, must be planted in the fall, and a majority of hardy plants are better for being planted then, and a few things that can not be planted in the fall could be added in the spring.

As the hardy border is to be permanent, and to be disturbed as little as possible in the future, it should be thoroughly prepared at the beginning. If the soil is well drained, deep digging will be all that is necessary. I mean by deep digging, the surface soil should be dug a spade's depth and laid to one side, then dig the sub-soil as deeply as it can be done with the spade; replace the surface soil and apply a liberal dressing of well-rotted manure, preferably cow manure. This should be thoroughly dug into the soil, pulverizing it and the soil as finely as possible. The border is now ready for the planting of the hardy spring flowering bulbs, lilies, irises and such other plants desirable for fall planting. With the exception of the candidum lily, which should be planted as soon after the 1st of September as possible, the lilies should all be planted in October. After planting, mulch the border with three or four inches of stable manure, which should be removed in early spring, and the planting of the border completed as soon as possible. Remember always, no matter how hardy the bulb or plant may be, its bloom will be improved by the winter covering of manure or other mulching. If the soil is poorly drained the preparation of the border would be the same, except the soil should be removed to the depth of two and one-half feet, and six or eight inches of broken stone placed in the bottom of the border. This is rarely necessary, however.

If back of such a border a rustic trellis is made and covered with flowering climbers, such as clematis, honeysuckles and everlasting peas, the effect will be greatly enhanced. Along the fence is another good location for hardy border, and the fence will serve the purpose of trellis for hardy vines. Along the face of a shrubbery is a most effective place for hardy border, and among the shrubs may be planted the taller growing lilies and perennials with beautiful effect.

and when it is not possible or desirable to make a border on the face of a shrubbery, the recesses usually there could be most charmingly filled with narcissi and many beautiful low-growing perennials. Of course the border must be made to suit the location, and can be from three to twelve feet in width, or even wider.

The principal things to be remembered in planting a hardy border are as follows:

First — Group each variety of plants by itself.

Second. — Surround all tall-growing plants by low ones, that they may stand out boldly and effectively.

Third. — Plant to obtain as long and continuous a season of bloom as possible, extending from early spring until late fall.

Fourth. — Use the spring flowering bulbs very freely, as they bloom at a time when flowers have their greatest charm, and the same soil can be occupied with plants that bloom at a different season.

Fifth. — Plant so as to leave no bare ground, and keep thoroughly well weeded. This is very important, for a hardy border will never be a complete success unless kept entirely free from weeds.

About every second year many of the plants should be taken up and divided, and a portion of them removed to other parts of the ground. The fall is the proper time for doing this.

To secure early spring effects in the border, the introduction of several varieties of Dutch bulbs, such as hyacinths, scillas, narcissi, anemones, tulips and crocuses, will be desirable. The hyacinths, after a couple of seasons, will become worthless, but the others need not be disturbed for years. If the hardy border is carpeted with some low-growing creeper, such as *veronica repens* — and all hardy borders should be so carpeted — the bulbous flower will make a charming appearance coming through and blooming over such a carpet in early spring. Snow drops, crocuses, scillas and *narcissi poeticus* may be scattered through the grass on the lawn with good effect. *Scilla Siberica* is the most charming little blue flower imaginable, deserving a fuller recognition among hardy spring flowers.

The following condensed list of hardy border plants will furnish a constant succession of bloom. This collection can be secured for the nominal sum of \$5.

Achillea serrata plena, "The Pearl" — A variety of yarrow, with white flowers resembling chrysanthemums.

Anemone Japonica alba — The wind flower, producing lovely white flowers in September and October.

Campanula persicifolia — The well-known harebell, laden with pale blue-bells all summer.

Coreopsis lanceolata — A hardy plant, with golden blossoms on long stems, affording cut-flowers all summer.

Delphinium Sinense — A dwarf larkspur, covered with delicate white, light blue or dark blue flowers from four to six months of the year.

Dianthus plumarius plenus, or Double Garden Pink — Bearing very fragrant flowers.

Eryngium amethystinum — A fine plant, giving a beautiful mass of purple or amethyst in shrubberies.

Euonymus radicans variegata — A useful climber, with gold and green foliage, changing to a carmine in winter.

Funkia undulata variegata — A variety of the day lily, with exquisitely waved and variegated leaves.

Gaillardia grandiflora — A valuable plant for cutting purposes, bearing handsome flowers of golden yellow, banded by a ring of crimson, and in bloom from early summer until the snow flies.

Gypsophila paniculata — A plant of free growth, bearing small white flowers of unique appearance.

Helianthus Maximilianus — A sunflower which keeps its brilliant blossoms after all other plants have yielded to autumn winds.

Hemerocallis flava — An ornamental plant, with fragrant, lily-like flowers of bright golden yellow.

Iris Sibirica sanguinea — An exquisite variety of iris, whose large, white-veined purple flowers rival an orchid in beauty.

Iris Germanica — A very showy class, bearing large flowers in great variety of coloring.

Iris Kämpfer — The Japan iris, whose bright green foliage and brilliant blossoms make it a desirable plant.

Monarda didyma—The horsemint known to old gardens; very showy flowers in two tones of red.

Papaver involucreatum maximum—A showy poppy, whose striking scarlet flowers are spotted with black at the base of petal.

Phlox subulata, or Moss Pink—A dainty dwarf plant, excellent for many purposes and succeeding where grass would not.

Phlox paniculata—Comprising all effective colors and especially fine for cutting purposes.

Pyrethrum ulgiosum—A fall-flowering plant similar to the Marguerite and valuable for cutting.

Salvia pratensis—A variety of sage, producing beautiful blue spikes from May to July.

Sedum spectabile—An excellent border plant, having pink blossoms and pale green leaves; commonly called stone-crop.

Tunisia saxifraga—A dainty little plant, bearing delicate pink flowers all summer.

Where a proper situation and exposure can be secured or is offered, the introduction of a rock garden supplements the herbaceous border and affords a fine opportunity for the use of hardy ferns. The following list can be utilized advantageously for this purpose; the common names and heights as well as the botanical names are given, in order to secure a proper grouping of the plants. All ferns usually do better in partial shade than in the full sunlight, and all thrive best in a soil consisting principally of leaf-mold or peat. For rock gardens and many other situations, ferns are most admirably adapted and give most effective results.

‡ Evergreen species.

* Species adapted for open border culture.

† Species requiring a shady situation.

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| " *angustifolium*. [Narrow-leaved Spleenwort.] 2 to 3 feet.

†§ " *ebanum*. [Ebony Fern.] 15 inches.

*† " *thelypteroides*. [Silvery Spleenwood.] 3 feet.

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| " *cristatum*. [Crested Shield Fern.] 1 to 2 feet.

• " " var. *Clintonianum*. 4 feet.

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The mixed borders in Washington Park, Albany, N. Y., have been made in connection with a screen of flowering shrubs as a background, the foreground being shaded down to the bordering walk by perennials, arranged somewhat as to height.

Where detached masses of color are desired, the effect is secured by massing larkspurs, hollyhocks, sunflowers, tall phloxes, lilies, candidum and amatum, and pyrethrums in solid blocks, each variety in a bed, or bay by itself. Nothing succeeds without a proper preparation of the soil and, subsequent to the planting, a proper care of the borders as heretofore detailed.

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7. THE PLANTING SONG.

The Rev. S. F. Smith, the author of "My Country, 'Tis of Thee," sent the following to a friend with these words: "I send on the accompanying sheet a song for tree-planting day. If you like it you may keep it in your portfolio till next tree-planting festival. It may add interest to your ceremony. The hymn, as you will see at once, is suited to the tune "America."

Joy for the sturdy trees
Fanned by each fragrant breeze,
Lovely they stand!
The song birds o'er them trill,
They shade each tinkling rill,
They crown each swelling hill,
Lowly or grand.

Plant them by stream and way,
Plant where the children play
And toilers rest:
In every verdant vale,
On every sunny swale—
Whether to grow, or fall,
God knowest best.

Select the strong, the fair,
Plant them with earnest care,
No toil is vain.
Plant in a fitter place,
Where, like a lovely face,
Let in some sweeter grace,
Change may prove gain.

God will His blessings send,
 All things on Him depend,
 His loving care
 Clings to each leaf and flower,
 Like ivy to its tower:
 His presence and His power
 Are everywhere.—*S. F. Smith.*

The coming rose,
 The very fairest flower, they say, that blows,
 Such scent she hath; her leaves are red, they say,
 And fold her round in some divine sweet way.

—*Philip Bourke Marston.*

8. THE ROSE.

The rose, our State flower, must still be queen by right and by tradition, although some newer favorites may appear to press her hard from time to time. We are told that no people in the world buy so many roses as ours, and we are assured that a real love of roses for their own sake is the true reason of their popularity. The rose has ever been a favorite, and ever again appears more beautiful each succeeding year, until we are tempted to ask

"Bloom ye for your own delight
 Or for ours, I wonder!"

And just as surely every time we receive the answer in the words of Emerson,

"Tell them, dear, that if eyes were made for seeing,
 Then beauty is its own excuse for being."

There are a variety of legends concerning this flower of "nameless grace," the universal popularity of this favorite blossom having from the earliest times made it justly in repute. In olden times we read how in Scandinavia and Germany the rose was under the special protection of dwarfs and elves, and of its lineage the rose says, "I came of nectar spilled from heaven. Love, who bore the celestial vintage, tripped a wing and overset the vase; and the nectar, spilling on the valley of the earth, bubbled up in roses."

Among the many curious traditions existing between certain birds and plants, one of the prettiest is from the Persian folklore, according to which, whenever the rose is plucked the nightingale utters a plaintive cry, because it can not endure to see the object of its love injured. A legend told by the Persian poet, Attar, relates how all the birds appeared before Solomon and complained that they were unable to sleep from the nightly wailings of the nightingale. The bird, when questioned as to the truth of this statement, replied that his love for the rose was the cause of his grief. Hence this supposed love of the nightingale has been referred to frequently by our poets, of which allusions one of the simplest, and, we think, most beautiful, is by Moore, in *Lalla Rookh*,

"Though rich the spot
 With every flower this earth has got,
 What is it to the nightingale,
 If there his darling rose is not."

though Byron more grandly sings,

"The rose, o'er crag or vale,
 Sultana of the nightingale.
 The maid for whom his melody,
 His thousand songs are heard on high,
 Blooms blushing to her lover's tale,
 His queen, the garden queen, his rose."

So much has been said and written on the rose that one can not do it justice within the compass of a few pages. One writer says: "I imagine it would be delightful to study roses for a decade," and to come to the practical side of the question, such a course would do us all good. We are told by good authority that there is now nowhere in the United States any one distin-

ished for a knowledge of cultivated roses. What more natural than that some boy or girl of the Empire State, from a love of this State flower engendered in the early years, should develop into a distinguished rosarian, as they call it in England. The field is an inviting one, what is really needed is that some one shall take up and carry on systematically the study of roses where other men have left it. The possibilities of rose culture in this country are great, and certainly there is nothing more needed in American horticulture, neither is there another field where intelligent investigation can do more useful work.

We give below a few directions for the culture of hardy roses, and a short list of some of the best ones, that teachers and pupils may interest themselves, wherever possible, in a hardy, perpetual rose garden, which needs only a little care in fall and winter to insure a fine garden in spring again.

CULTURAL DIRECTIONS.

Preparation of the ground. Roses will grow in any fertile ground, but are much improved in bloom, fragrance and beauty by rich soil, liberal manuring and good cultivation. The ground should be subsoiled and well spaded to the depth of a foot or more, and enriched by turning in a good coat of cow manure or any fertilizing material that may be convenient. New old beds by decayed sods taken from old pasture land.

Planting. When the ground is thoroughly prepared—fine and in nice condition—put in the plants slightly deeper than it was before, spread the roots out evenly in their natural position, cover them with fine earth, taking care to draw it closely around the stem, and pack firmly with the hand. It is very important that the earth be tightly pressed down on the roots. Newly planted roses should be planted three inches below the bud. Always select an open, sunny place, exposed to full light and air. Roses appear to best advantage when planted in beds or rows.

Watering. If the ground is dry when planted, water thoroughly after planting, so as to soak the earth down below the roots, and if hot or windy, it may be well to shade for a few days. In this, not much water is required, unless the weather is unusually dry.

Pruning. Old and decayed branches and at least half the previous season's wood should be cut away early each spring, and a little cutting back after the first blooming will insure more flowers. Climbing and pillar roses should not be cut back; but the tips of the shoots should be taken off, and any weak or unripe shoots cut out altogether.

FALL AND WINTER TREATMENT.

Fall treatment. In the fall the rose beds should have a good dressing of stable manure or fertilizer convenient. The winter rains will carry the strength to the roots, and the mulching matter makes a nice mulch, which in many places is all the protection necessary. In the winters are not very severe, tender roses may be covered with clean rye straw, or leaves or evergreen branches, not too thickly, but so as to permit considerable circulation of air and not to retain water; nothing should be used that will ferment, heat or rot. The object of covering is to break the force of sudden and violent changes, particularly in the fall, when the plants should be protected from the sun rather than the cold, the sudden ringing of the frozen wood doing the damage.

GENERAL LIST.

FINE HARDY ROSES.

de Diesbach.	John Hopper.
Baron Taylor.	La Reine.
Blanche de Meru.	Louis Odier.
Baron Maynard.	Magna Charta.
Baltimore Belle.	Mme. Plantier.
de Bonstetten.	Mme. Alfred de Rougemont.
Baron Prevost.	Marie Bauman.
Caroline de Sansal.	Perle des Blanches.
Countess de Serenye.	Pierre Notting.
Coquette des Alps.	Prince Camille de Rohan.
Comte Jules Margotten.	Queen of Prairie.
Climbing Victor Verdier.	Sweet Briar.
General Jacqueminot.	Seven Sisters.
Gloire de Margotten.	Triomphe de l'Exposition.
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Planting. When the ground is thoroughly prepared—fine and in nice condition—put in the plant slightly deeper than it was before, spread the roots out evenly in their natural position, and cover them with fine earth, taking care to draw it closely around the stem, and pack firmly down with the hand. It is very important that the earth be tightly pressed down on the roots. Budded roses should be planted three inches below the bud. Always select an open, sunny place, exposed to full light and air. Roses appear to best advantage when planted in beds or masses.

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Pruning. Old and decayed branches and at least half the previous season's wood should be cut away early each spring, and a little cutting back after the first blooming will insure more late flowers. Climbing and pillar roses should not be cut back; but the tips of the shoots only should be taken off, and any weak or unripe shoots cut out altogether.

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SPECIAL LIST.

RECENT INTRODUCTIONS, ALL EXCELLENT.

Alfred Colomb.	Mrs John Laing.
Dawson.	Meteor.
Duke of Edinburgh.	Paul Neyron.
Eugene Guinoleau (Moss).	Perpetual White Moss.
Gem of Prairies (Grafts).	Rugosa Alba (Gr
Lady Helen Stewart.	Rugosa Rubra (Grafts).
La Rosiere.	Salet Moss.
M. P. Wilder.	Ulrich Brunner.
Mme. Gabrielle Luizet.	Wichuriana.
Mme Victor Verdier.	

With a little trouble and forethought, the school grounds can be made one of the attractive of spots, and mischievously busy hands can be given something to do and a responsibility and trust, which, when turned in a right and natural direction, will accomplish than we have ever dared to hope or think.

9. A FLORAL GROVE MEETING.

By Mrs. M. A. B. KELLEY,

[Author of a "Volume of Poems;" "Leaves from 'Nature's Story Book,'" etc.]

Hark ! I hear the sound of music,
Tis the Bellworts, how they ring,
Calling to the morning service
All the fairest flowers of spring.

There's the Parson, do you see him
Standing up so fair and tall ?
Parson Jack—Jack-in the-Pulpit—
See ! he towers above them all.

Let us name these woodland fairies,
As they greet us, one by one.
With their dewy robes bejeweled
In the early morning sun;

Let us name these flower-people,
With their pretty woodland ways,
As they seem to smile upon us
Like old friends of bygone days.

Do you know the lowly Cowslip, with her shining, yellow bonnet ?
Do you love the modest Daisy, with a cap upon her head ?
Have you found the Lady's Slipper, with a tiny bow upon it ?
Have you watched the baby Bluets sleeping on their grassy bed ?

Here is the Arbutus, red-lipped and fair,
Under a larch tree I found it,
Shedding its perfume abroad everywhere
'Mid the sweet blossoms around it.

Here's a modest Blue Violet that lives in the shade,
Far away in the forest her bower is made,
There the friendly fern shields her from wind and from storm;
There the creeping vine weaves her a carpet so warm;
There the green velvet moss spreads a mat at her door,
And now what can a happy Blue Violet ask more ?

Deep in the woods lives this fair flower-elf,
Smiling, she stands all alone by herself;
Three satin plates form her bonnet so neat,
Three ribbon bows tie the shoes on her feet;
Silky her gown, as a humming-bird's wing —
This is He-pat-I-ca — Child of the Spring.

Ah, my dainty Spring Beauty, pray, where did you roam
That you could not be found?
Did you hear the soft rain patter down on your home
Hidden deep in the ground?
But beware, my frail Beauty, and be not too proud
That you dared to come forth;
For your cheek may be chilled, and your form may be bowed
By the wind of the North.

Here 's a little Golden Hair that plays about my door
But its life is very brief; for in a month or more
You might have found it, with its mates, old and faded grown,
Crowned with hoary hairs of age, something like your own!

I can show you something queer, if you do not mind it,
Just behind the Parson's desk, there is where you 'll find it;
Hanging on a slender stem, without seam or stitches,
Such a lot of dainty, cunning, little Dutchman's Breeches.
Starched as stiff as buckram, too, in the sunshine bleaching;
What a shame to hang them out while the Parson 's preaching!

This showy Dog-Tooth-Violet awakes in early May,
And shaking out her satin skirts, she makes a vain display
Of all the bright green ribbons, and gaily dotted bows
Upon the dainty slippers that hide her slender toes.

See the Mosses closely seated on their cushions, rich and soft,
Where the fur-clad Pussy Willow hangs her tassels high aloft;
See the Bloodroot, pale and fragile, clad in robes of spotless white,
Standing mid the Blue-eyed grasses — is it not a pretty sight?

Now the Parson ends his sermon; and the little flower-people
Must be very, very weary; so we 'll ask him home to dine.
Gather up the Ferns and Mosses; call the Bellworts in the steeple.
Oh, I've found a lovely Colt's Foot tangled in a knotted vine.

If we invite the Parson and all his people home,
We must make out a dainty bill of fare;
A pleasing task and easy; for that is quickly done,
Since all these flower-people feed on air!
They drink the crystal rain drops, they thrive on simple fare,
In sweet content, because their wants are few;
For all the pretty blossoms that greet us everywhere
Are children of the sunshine and the dew.

Monarda didyma—The horsemint known to old gardens; very showy flowers in two tones of red.

Papaver involucreatum maximum—A showy poppy, whose striking scarlet flowers are spotted with black at the base of petal.

Phlox subulata, or Moss Pink—A dainty dwarf plant, excellent for many purposes and succeeding where grass would not.

Phlox paniculata—Comprising all effective colors and especially fine for cutting purposes.

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* *Species adapted for open border culture.*

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§ *Species best planted between fissures of rocks.*

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| *Asplenium Filix-foemina.* [Lady Fern.] 2 to 3 feet.

| " *angustifolium.* [Narrow-leaved Spleenwort.] 2 to 3 feet.

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Fanned by each fragrant breeze,
Lovely they stand:
The song birds o'er them trill,
They shade each tinkling rill,
They crown each swelling hill,
Lowly or grand.

Plant them by stream and way,
Plant where the children play
And toilers rest:
In every verdant vale,
On every sunny swale—
Whether to grow, or fall,
God knowest best.

Select the strong, the fair,
Plant them with earnest care,
No toil is vain.
Plant in a fitter place,
Where, like a lovely face,
Let in some sweeter grace,
Change may prove gain.

God will His blessings send,
 All things on Him depend,
 His loving care
 Clings to each leaf and flower,
 Like ivy to its tower:
 His presence and His power
 Are everywhere.—*S. F. Smith.*

The coming rose,
 The very fairest flower, they say, that blows,
 Such scent she hath; her leaves are red, they say,
 And fold her round in some divine sweet way.
 —*Philip Bourke Marston.*

8. THE ROSE.

The rose, our State flower, must still be queen by right and by tradition, although some newer favorites may appear to press her hard from time to time. We are told that no people in the world buy so many roses as ours, and we are assured that a real love of roses for their own sake is the true reason of their popularity. The rose has ever been a favorite, and ever again appears more beautiful each succeeding year, until we are tempted to ask

"Bloom ye for your own delight
 Or for ours, I wonder!"

And just as surely every time we receive the answer in the words of Emerson,

"Tell them, dear, that if eyes were made for seeing,
 Then beauty is its own excuse for being."

There are a variety of legends concerning this flower of "nameless grace," the universal popularity of this favorite blossom having from the earliest times made it justly in repute. In olden times we read how in Scandinavia and Germany the rose was under the special protection of dwarfs and elves, and of its lineage the rose says, "I came of nectar spilled from heaven. Love, who bore the celestial vintage, tripped a wing and overstepped the vase; and the nectar, spilling on the valley of the earth, bubbled up in roses."

Among the many curious traditions existing between certain birds and plants, one of the prettiest is from the Persian folklore, according to which, whenever the rose is plucked the nightingale utters a plaintive cry, because it can not endure to see the object of its love injured. A legend told by the Persian poet, Attar, relates how all the birds appeared before Solomon and complained that they were unable to sleep from the nightly wailings of the nightingale. The bird, when questioned as to the truth of this statement, replied that his love for the rose was the cause of his grief. Hence this supposed love of the nightingale has been referred to frequently by our poets, of which allusions one of the simplest, and, we think, most beautiful, is by Moore, in *Lalla Rookh*,

"Though rich the spot
 With every flower this earth has got,
 What is it to the nightingale,
 If there his darling rose is not."

though Byron more grandly sings,

"The rose, o'er crag or vale,
 Sultana of the nightingale.
 The maid for whom his melody,
 His thousand songs are heard on high,
 Blooms blushing to her lover's tale,
 His queen, the garden queen, his rose."

So much has been said and written on the rose that one can not do it justice within the compass of a few pages. One writer says: "I imagine it would be delightful to study roses for a decade," and to come to the practical side of the question, such a course would do us all good. We are told by good authority that there is now nowhere in the United States any one distin-

guished for a knowledge of cultivated roses. What more natural than that some boy or girl of the Empire State, from a love of this State flower engendered in the early years, should develop into a distinguished rosarian, as they call it in England. The field is an inviting one, and what is really needed is that some one shall take up and carry on systematically the study of roses where other men have left it. The possibilities of rose culture in this country are great, and certainly there is nothing more needed in American horticulture, neither is there any other field where intelligent investigation can do more useful work.

We give below a few directions for the culture of hardy roses, and a short list of some of the finest ones, that teachers and pupils may interest themselves, wherever possible, in a hardy, perpetual rose garden, which needs only a little care in fall and winter to insure a fine garden in the spring again.

CULTURAL DIRECTIONS.

Preparation of the ground. Roses will grow in any fertile ground, but are much improved in bloom, fragrance and beauty by rich soil, liberal manuring and good cultivation. The ground should be subsoiled and well spaded to the depth of a foot or more, and enriched by digging in a good coat of cow manure or any fertilizing material that may be convenient. Renew old beds by decayed sods taken from old pasture land.

Planting. When the ground is thoroughly prepared—fine and in nice condition—put in the plant slightly deeper than it was before, spread the roots out evenly in their natural position, and cover them with fine earth, taking care to draw it closely around the stem, and pack firmly down with the hand. It is very important that the earth be tightly pressed down on the roots. Budded roses should be planted three inches below the bud. Always select an open, sunny place, exposed to full light and air. Roses appear to best advantage when planted in beds or masses.

Watering. If the ground is dry when planted, water thoroughly after planting, so as to soak the earth down below the roots, and if hot or windy, it may be well to shade for a few days. After this, not much water is required, unless the weather is unusually dry.

Pruning. Old and decayed branches and at least half the previous season's wood should be cut away early each spring, and a little cutting back after the first blooming will insure more late flowers. Climbing and pillar roses should not be cut back; but the tips of the shoots only should be taken off, and any weak or unripe shoots cut out altogether.

FALL AND WINTER TREATMENT.

Fall treatment. In the fall the rose beds should have a good dressing of stable manure or any fertilizer convenient. The winter rains will carry the strength to the roots, and the remaining matter makes a nice mulch, which in many places is all the protection necessary. Where the winters are not very severe, tender roses may be covered with clean rye straw, forest leaves or evergreen branches, not too thickly, but so as to permit considerable circulation of air and not to retain water; nothing should be used that will ferment, heat or rot. The object of covering is to break the force of sudden and violent changes, particularly in March, when the plants should be protected from the sun rather than the cold, the sudden thawing of the frozen wood doing the damage.

GENERAL LIST.

FINE HARDY ROSES.

Anna de Diesbach.	John Hopper.
Baron Taylor.	La Reine.
Blanche de Meru.	Louis Odier.
Baron Maynard.	Magna Charta.
Baltimore Belle.	Mme. Plantier.
Baron de Bonstetten.	Mme. Alfred de Rougemont.
Baron Prevost.	Marie Bauman.
Caroline de Sansal.	Perle des Blanchés.
Countess de Serenye.	Pierre Notting.
Coquette des Alps.	Prince Camille de Rohan.
Climbing Jules Margotten.	Queen of Prairie.
Climbing Victor Verdier.	Sweet Briar.
General Jacqueminot.	Seven Sisters.
Gloire de Margotten.	Triomphe de l'Exposition.
Jules Margotten.	

SPECIAL LIST.

RECENT INTRODUCTIONS, ALL EXCELLENT.

Alfred Colomb.	Mrs. John Laing.
Dawson.	Meteor.
Duke of Edinburgh.	Paul Neyron.
Eugene Guinoleau (Moss).	Perpetual White Moss.
Gem of Prairies (Grafts).	Rugosa Alba (Grafts).
Lady Helen Stewart.	Rugosa Rubra (Grafts).
La Rosiere.	Salet Moss.
M. P. Wilder.	Ulrich Brunner.
Mme. Gabrielle Lulzet.	Wichuriana.
Mme Victor Verdler.	

With a little trouble and forethought, the school grounds can be made one of the most attractive of spots, and mischievously busy hands can be given something to do and a responsibility and trust, which, when turned in a right and natural direction, will accomplish more than we have ever dared to hope or think.

9. A FLORAL GROVE MEETING.

By Mrs. M. A. B. KELLEY,

[Author of a "Volume of Poems;" "Leaves from 'Nature's Story Book,'" etc.]

Hark ! I hear the sound of music,
'Tis the Bellworts, how they ring,
Calling to the morning service
All the fairest flowers of spring.

There's the Parson, do you see him
Standing up so fair and tall ?
Parson Jack—Jack-in the Pulpit—
See ! he towers above them all.

Let us name these woodland fairies,
As they greet us, one by one.
With their dewy robes bejeweled
In the early morning sun;

Let us name these flower-people,
With their pretty woodland ways,
As they seem to smile upon us
Like old friends of bygone days.

Do you know the lowly Cowslip, with her shining, yellow bonnet ?
Do you love the modest Daisy, with a cap upon her head ?
Have you found the Lady's Slipper, with a tiny bow upon it ?
Have you watched the baby Bluets sleeping on their grassy bed ?

Here is the Arbutus, red-lipped and fair,
Under a larch tree I found it,
Shedding its perfume abroad everywhere
'Mid the sweet blossoms around it.

Here's a modest Blue Violet that lives in the shade,
Far away in the forest her bower is made,
There the friendly fern shields her from wind and from storm;
There the creeping vine weaves her a carpet so warm;
There the green velvet moss spreads a mat at her door,
And now what can a happy Blue Violet ask more ?

Deep in the woods lives this fair flower-elf,
Smiling, she stands all alone by herself;
Three satin plates form her bonnet so neat,
Three ribbon bows tie the shoes on her feet;
Silky her gown, as a humming-bird's wing —
This is He-pat-i-ca — Child of the Spring.

Ah, my dainty Spring Beauty, pray, where did you roam
That you could not be found?
Did you hear the soft rain patter down on your home
Hidden deep in the ground?
But beware, my frail Beauty, and be not too proud
That you dared to come forth;
For your cheek may be chilled, and your form may be bowed
By the wind of the North.

Here 's a little Golden Hair that plays about my door
But its life is very brief; for in a month or more
You might have found it, with its mates, old and faded grown,
Crowned with hoary hairs of age, something like your own!

I can show you something queer, if you do not mind it,
Just behind the Parson's desk, there is where you 'll find it;
Hanging on a slender stem, without seam or stitches,
Such a lot of dainty, cunning, little Dutchman's Breeches.
Starched as stiff as buckram, too, in the sunshine bleaching;
What a shame to hang them out while the Parson 's preaching!

This showy Dog-Tooth-Violet awakes in early May,
And shaking out her satin skirts, she makes a vain display
Of all the bright green ribbons, and gaily dotted bows
Upon the dainty slippers that hide her slender toes.

See the Mosses closely seated on their cushions, rich and soft,
Where the fur-clad Pussy Willow hangs her tassels high aloft;
See the Bloodroot, pale and fragile, clad in robes of spotless white,
Standing mid the Blue-eyed grasses — is it not a pretty sight?

Now the Parson ends his sermon; and the little flower-people
Must be very, very weary; so we 'll ask him home to dine.
Gather up the Ferns and Mosses; call the Bellworts in the steeple.
Oh, I've found a lovely Colt's Foot tangled in a knotted vine.

If we invite the Parson and all his people home,
We must make out a dainty bill of fare;
A pleasing task and easy; for that is quickly done,
Since all these flower-people feed on air!
They drink the crystal rain drops, they thrive on simple fare,
In sweet content, because their wants are few;
For all the pretty blossoms that greet us everywhere
Are children of the sunshine and the dew.



10. THE OAKS.

In the greater part of North America, as well as in Europe, there is no tree so generally useful as the oak. The number of varieties presenting sufficiently-marked characters to justify specific rank probably approach 300 in number, of which 44 species have been found in America and classified, and of which 18 species are natives of our State.

The oak has been long famous for its supernatural strength and power, and has been much employed in folk-medicine. It was particularly sacred to the early Druids, groves of oak being their chosen retreats; and some writers would derive the word kirk, now softened into church, from *quercus*, an oak.

The oaks, because of their large tap-roots, can be transplanted only when small. They are, therefore, propagated with difficulty by every other mode except from seed; and, generally, time will be gained when the acorns are sown where the plants are intended to remain. The acorns may be gathered from the ground immediately after having dropped, and may either be sown then or kept in dry sand or moss until the following spring. In planting, cover the acorn with well-broken soil from one and one-half inches to one-half inch, according to its size. To attain their full size, the oaks require a deep, loamy soil, and a situation low rather than elevated. Much comfort can be taken in the fact that an oak, once rooted, will not wholly perish, but some day is likely to conquer even the most obdurate of soils.

The oaks are divided into two classes: those on which the fruit ripen annually, whose leaves have no bristles, whose acorns are sweet; and those on which the fruit is two years in ripening, known by its occupying the old wood below the leaves of the season, and whose leaves are mucronated, or tipped with spiny points, and the acorns bitter. The first six of our list are annual fruited, the remaining biennial fruited.

The sterile and fertile flowers of the oak appear on the same tree, and are greenish or yellowish. The description given under *Quercus alba* will apply to all the species.

Of all trees, the oaks are, on the whole, likely to give most satisfaction when late foliage is desired. The oak leaves turn a variety of rich, deep hues in the autumn, which are the most satisfying of all, and some remain on the tree until the buds of another year begin to open. The sturdiness of the oak is only realized in winter, when the knotted strength of its limbs are not disguised under their covering of leaves.

QUERCUS ALBA, L.—WHITE OAK.

Few American oaks grow over such a wide stretch of country, or are so generally multiplied; most akin to the oak of myths and poetry, and the oak generally represented in conventional designs; owes its name to color of bark, light gray or nearly white, with surface broken



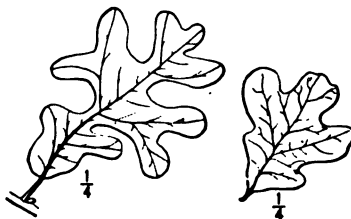
into long, narrow, rather thin ridges. Large tree, 60 to 80 feet high, trunk often six feet in diameter. Leaves upon unfolding are tinged with red and coated with silvery white down. At this time tree is almost covered with its catkins of yellow flowers. At maturity, leaves smooth, bright green above, downy beneath; obovate-oblong, three to nine obliquely cut, obtuse, and almost entire lobes, six or eight inches long by two or three inches broad, on short, stout petioles; very persistent, in autumn coloring beautifully to yellow, orange, and deep vinous red or bright scarlet, and gradually to brown as they die.

Sterile flowers on slender, naked, hanging catkins, with lobed yellow calyx and six to eight stamens; fertile flowers, less conspicuous, generally sessile, scattered or clustered, with a three-lobed sessile stigma and a three-celled ovary inclosed by scaly bud which becomes cup of acorn. Acorn in axil of leaf of the year, ovoid-oblong, one inch, in shallow, rough cup, sweet and edible.

Wood very heavy, strong, hard tough, and close-grained, very useful.

QUERCUS OBTUSILoba, Mx.—POST OAK.

Probably not found farther north than the lower banks of the Hudson; dry and sandy soil; 40 to 50 feet high, diameter 15 inches. Bark thick and of a grayish white. Leaves four to six inches long, sinuately cut into five to seven roundish, divergent lobes,



of which the two nearest the summit are generally the broadest and often notched; dusky green above and grayish beneath, on short petioles. Toward fall ribs are of a rosy tint. Acorn small, one-half inch, ovoid, one-third to one-half inclosed in rugged, grayish cup, in axil of leaf of the year, sweet.

Wood yellowish, heavy, very hard, close-grained, largely used for construction.

QUERCUS MACROCARPA, MX.—BUR OAK OR MO. SYCUP OAK.

One of the most widely distributed and valuable trees of North America; most ornamental and desirable in cultivation; easily raised; adapts itself to very different climatic conditions. Beautiful tree, 40 to 60 feet high, dark, tufted foliage. Leaves sometimes larger than

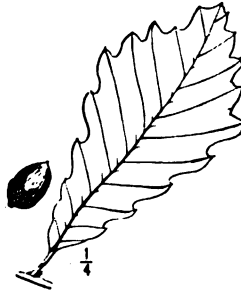


those of any other oak in United States; obovate or oblong, lyrate, pinnatifid or deeply sinuate-lobed or nearly parted, the lobes sparingly and obtusely-toothed or entire. Acorn broadly ovoid, larger than that of any other American species, one inch or more long, one-half to almost entirely inclosed in a thick and woody cup, with usually a mossy-fringed border formed of the upper awned scales; cup variable in size, three-fourths to two inches across.

Wood heavy, strong, hard, tough and close grained, light or rich dark brown, very valuable, employed as wood of *Quercus alba*.

QUERCUS BICOLOR, WILLD.—SWAMP WHITE OAK.

The name of this species indicates the soil which it prefers and its analogy to *Quercus alba*. Beautiful tree, 60 to 80 feet high, trunk five to eight feet in diameter. Bark of young trees separates into large, thin, brown, papery scales, which give a ragged appear-



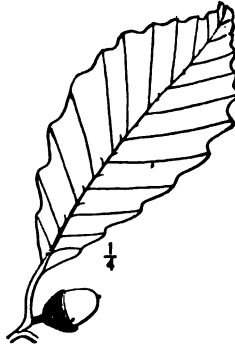
ance that other oaks do not present; bark of large trees rough, with thick, pale, flaky scales not very unlike those of white oak, usually rather darker colored. Leaves oblong or oblong-ovate, wedge-shaped at base, coarsely crenately-serrate; six or eight inches long and three or four inches broad, smooth and dark green on upper surface and pale and soft-downy beneath, main primary veins six to eight pairs. Foliage of no other oak in this State is more beautiful. When leaves unfold, upper surface is sometimes pale and sometimes bright red, lower surface downy white. Contrast between colors of upper and lower surfaces gives it its specific name. Leaves in autumn turn yellowish-brown.

Acorn sweet, one inch long, obtuse or oblong-ovoid, set in shallow cup sometimes mossy-fringed at margin, borne singly or in pairs on stalks much longer than petioles of leaves; in axil of leaf of the year.

Wood strong, close-grained, very tough, elastic, and perhaps even more valuable than that of *Quercus alba*.

QUERCUS PRINUS, L.—CHESTNUT OAK.

A middle-sized or small tree, with beautiful foliage; specific name given from resemblance of leaf to that of chestnut tree. Leaves obovate or oblong, wavy-toothed, minutely downy beneath, light shining green above, with 10 to 16 pairs of straight, prominent ribs beneath.



Acorn sweet, ovoid, one inch or less long, in shallow, scaly cup, in the axil of leaf of the year, and on short peduncle.

Wood reddish, heavy, hard, strong, rather tough and close-grained. Bark rich in tannin.

QUERCUS PRINOIDES, WILLD.—SMALL CHESTNUT OAK.

Small, shrubby-appearing tree, from three to four feet high; barren or sandy soil. Leaves obovate or oblong sinuate, narrowed at base; light green above and whitish beneath, and smaller than those of other species.

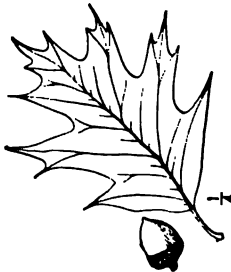
Acorn and cup like those of true chestnut oak, but very much smaller; sometimes producing little abortive acorns in the axils of some of the scales of the cup



Wood heavy, hard and very strong.

QUERCUS RUBRA, L.—RED OAK.

Tall, wide-spreading tree, 60 to 90 feet high, three or four feet in diameter. Bark gray or light brown and rather smooth, especially that of main branches. Leaves thin, smooth, oblong, deeply pinnatifid with acuminate, coarsely-toothed lobes; when they unfold they



are smooth and lustrous on upper surface and coated on the lower, like the young branchlets, with pale pubescence; very late in autumn, after frost, they turn dark red, and brown before they fall.

Acorn large and abundant, oblong-ovoid, set in shallow cup; sessile or nearly so, and bitter.

Wood reddish and very coarse-grained, pores large. Bark used in tanning.

QUERCUS COCCINEA, WANG.—SCARLET OAK.

A large, handsome tree, 60 to 80 feet high, three or four feet in diameter, with dark grayish bark, not deeply furrowed; distinguished for rich coloring and late persisting foliage.

Leaves oval or oblong, deeply pinnatifid, the six to eight lobes divergent and sparingly cut-toothed, notches rounded; thin, smooth, shining, glabrous, even when they first unfold;



in autumn assume a deep scarlet, red dotted with crimson, or orange-red color, then becoming brown; footstalk long and slender.

Acorn one-half to three-fourths inches long, roundish, depressed, about half inclosed in top-shaped, scaly cup; in the axil of leaf-scar of preceding year.

Wood reddish, heavy, hard and strong, coarse-grained and makes poor fuel; confounded with *Quercus rubra*. Bark employed in tanning.

QUERCUS TINCTORIA, BART.—YELLOW-BARKED OR BLACK OAK.

Bark of trunk darker-colored, thicker, rougher, internally orange, and more valuable to tanner and dyer. Leaves often less deeply pinnatifid, sometimes barely sinuate, thinner, less glossy; turn to a brown or russet, or russet-orange color in autumn.



Acorn nearly round, sometimes striped with bars of yellow and brown, set in a deep, conspicuously scaly cup.

Wood reddish and coarse grained, with empty pores.

QUERCUS NIGRA, L.—BLACK JACK OR JACK OAK.

A small tree, 10 to 25 feet high, with thick, deeply-furrowed and very dark-colored bark. Leaves large, thick, wedge-shaped, broadly dilated above, truncate or slightly three-lobed at



the end, bristle-awned, smooth and glossy above, rusty-downy beneath; rusty brown hairs found on the lower surface, in the axils of the principal veins.

Acorn oblong-ovate, in the axil of leaf of preceding year, one-third or one-half inclosed in the top-shaped, coarse, scaly cup.

Wood heavy and compact, coarse-grained and porous.

QUERCUS PALUSTRIS, DU ROI.—PIN OAK.

A handsome tree, of medium size, common in low ground. Leaves oblong, deeply pinnatifid, bristle-tipped lobes and rounded notches, and with both sides bright green.



Acorn small, round, contained in flat, shallow cup, almost sessile, in the axil of last year's leaf-scar.

Wood coarse-grained and porous; little esteemed for durability.

QUERCUS FALCATA, MX.—SPANISH OAK.

A tree from 30 to 70 feet high, abundant in the South and said to be on Long Island. Bark thick, blackish, deeply furrowed and excellent for tanning. Leaves obtuse or roundish at base, three to five lobes above, lobes prolonged, mostly narrow, and at end somewhat scythe-shaped



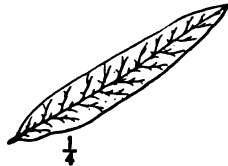
(*falcata* meaning scythe-shaped), bristle-tipped, entire or sparingly cut-toothed, [soft-downy beneath. Leaves very different on different individuals. Acorn] small, round, [half inclosed [in hemispherical, slightly scaly cup.

Wood reddish and coarse-grained, not durable.

QUERCUS PHellos, L.—WILLOW OAK.

A tree from 30 to 50 feet high, with smooth, thick bark, commonly growing in cool, moist places.

Leaves two to four inches long, thick, linear-lanceolate, narrowed at both ends, entire or very



nearly so, scurfy when young, soon smooth, light green, bristle-tipped, willow-like. Fruit rarely abundant,

Acorn small, round, in a shallow saucer-shaped cup, about sessile, on the old wood; very bitter. Wood reddish, coarse-grained, of little value; as fuel sold at the lowest price.

11. SELECTION BY JAMES RUSSELL LOWELL.

" Deep in the forest was a little dell,
High overhead within the leafy sweep
Of a broad oak, through whose gnarled root there fell
A slender rill that sung itself asleep;
Where its continuous toll had scooped a well
To please the fairy folk; breathlessly deep;
The stillness was, save where the dreaming brook
From its small urn a drizzling murmur shook."

— James Russell Lowell.

12. SCHOOLS OF AGRICULTURE AND HORTICULTURE.

There is a practical as well as a sentimental side to Arbor Day. It had its inception in a commendable movement looking to the protection of our forest trees and what may be called the making of new forests on the vast plains of the West. The sentimental feature attached to its observance has been in the development of a love for nature and her wonderful works, and in the encouragement to delightful study of trees, plants, flowers and birds. There is no doubt that in hundreds of thousands of the children of our country there has been awakened a deep interest in the attractive study of how plants grow, of the use and abuse of trees, and of the relations which birds and flowers bear to the problem of nature and to human happiness. A child who learns to love trees and flowers, and who derives happiness from them, can never go entirely wrong. The whole subject tends to a closer study of nature in all who have a love for growing things. The study of nature can be turned to practical use, and be made of lasting benefit to many thousands of the world's workers, especially to those whose privilege it is to till the soil—and from the farms to feed the world. There is a lack of knowledge of the scientific principles of agriculture. This lack increases manual labor without increasing results or happiness. How to make farming pleasant and profitable, how to increase its attractions, how to keep the boys on the farm are some of the problems of our times. There are mysteries of nature which a well-educated agriculturist can solve with profit and pleasure. Ten acres scientifically tended can be made as profitable with less labor as 100 acres carelessly cultivated. The brain should relieve the hand. Education should abolish drudgery. There is profit as well as poetry in "a little farm, well tilled." Then let us make a place in our educational system for schools of agriculture and horticulture. Our agricultural colleges have their places in the system, but they are beyond the reach, and above the heads of a great majority of the boys who are to be the farmers of the future. While our common schools are laying the foundations of an all-around education, let us give our children practical lessons which will help on the farm. We may not teach all our boys to be farmers, but we may give those who go from the schools back to the farms a knowledge which shall arouse a love and an enthusiasm for agricultural pursuits which they could never otherwise obtain. This love would do more than any other influence to keep our boys on the farms. It is the child who shows most enthusiasm in study and in play. Then let us teach our children the simple lessons in botany, chemistry, geology and zoölogy, with which they may combine the study of the habits of plants and trees, how they grow and develop; the study of birds which are the friends and not the enemies of mankind; the study of the composition of soils, the chemistry of fertilizers, the needs of grasses and grains, and the harm of noxious weeds. Let them learn that what is taken from the ground must be paid back; that there is a reciprocal relation between the soil and the fertilizer, as between the giver and receiver. How to graft, how to plant and transplant, how to save and how to prune, how to sow and how to reap, are among the things which should be taught. Give us courses in the common schools for the boys and girls who want them, which shall teach some of the pleasant things connected with farming. Teach also that it costs no more to produce a pound of good butter or cheese than a poor one. Give us a garden by the schoolhouse where the lessons of Arbor Day can be practically illustrated, where children can plant and water, where they can see things grow, see nature develop, see life in soil and plants. France is doing much in this direction, and Canada is agitating the question. *Arbor Day should give us educated farmers.*

CHARLES R. SKINNER.

APPENDIX.

EXHIBIT NO. 1.

Education in Other States, Comparative Tables,
Latest Statistics and Diverse Systems.

Comparative Statement of Educational Statistics from Various States Taken from the Latest Reports
of State Superintendents.

STATES.	Number of elemen- tary schools.	Number of second- ary schools.	Number of children of school age.	Number of children attending school.	Number of teachers	Number of school buildings	Number of school districts.	Annual State appropriation.	Annual State school tax.	Amount of teachers' wages.
Alabama.....	5,687	.....	579,679	508,014	6,608	.....	.....	\$415,626 64	\$141,430 50	\$554,091 53
Arkansas.....	4,068	.....	396,315	388,150	8,398	3,866	4,622	94,324 69	330,959 00	1,051,608 91
California.....	4,913	83	513,687	393,337	8,357	3,369	3,131	2,535,671 79	2,117,318 00	4,406,721 80
Connecticut.....	1,831	13	167,860	133,537	3,112	1,683	1,386	62 25	b	1,485,377 23
Delaware.....	7,532	.....	86,869	31,434	9,701	7,061	432	58,000 00	600,000 00	No data.
Georgia.....	7,594	.....	894,971	431,432	9,033	7,594	.....	1,973,412 09	No data	1,041,821 77
Idaho.....	No data	No data	No data	91,136	No data	965	372	No data	No data	182,000 00
Illinois.....	13,518	239	1,316,458	855,038	22,387	12,516	11,619	1,000,000 00	12,931,238 28	8,859,060 08
Indiana.....	9,534	319	776,963	511,821	13,549	9,873	9,873	c	12,312,794 13	4,028,768 14
Iowa.....	.....	718,715	687,180	513,614	8,301	13,433	4,769	None.	9,230,000 00	4,887,157 09
Kansas.....	9,000	200	466,189	393,810	11,369	9,334	9,174	500,000 00	43,439,469 23	3,065,118 17
Kentucky.....	7,780	80	674,287	422,554	7,576	7,073	8,080	1,750,963 63	1,900,963 65	1,951,445 77
Louisiana.....	2,645	.....	305,182	135,470	3,244	No data.	No data.	308,964 98	281,301 19	688,039 98
Maine.....	No data	No data	305,104	135,470	5,534	4,310	No data.	508,003 60	No data.	1,667,432 00
Maryland.....	2,312	.....	370,182	199,402	4,109	2,312	2,166	68,493 87	1,011,169 19	1,636,328 08
Massachusetts.....	6,573	255	444,081	400,609	11,714	No data	No data.	77,778 34	9,777,644 51	No data.
Michigan.....	6,580	.....	677,076	455,598	16,335	7,490	7,136	989,032 57	3,923,435 80	858,368 03
Minnesota.....	6,111	88	627,540	313,116	10,322	6,481	6,111	923,400 00	933,500 00	3,172,168 00
Mississippi.....	5,983	160	516,531	334,091	7,497	2,781	6,171	18,000 00	18,000 00	3,570,112 00
Missouri.....	9,763	No data	905,839	613,455	18,946	9,690	9,115	617,777 75	192,817 46	3,854,832 02
Montana.....	6,401	.....	35,496	140	4,328	4,328	4,328	423,895 91	105,499 49	2,407,625 45
Nebraska.....	394	.....	302,666	271,517	9,472	6,593	6,441	109,819 59	.....	158,677 00
Nevada.....	2,222	.....	13,301	6,957	8,279	190	1,004	No data	83,430 55	488,407 00
New Hampshire.....	1,795	.....	52,107	62,447	8,127	365	382	No data	2,098,110 60	2,483,307 97
New Jersey.....	12,005	40	93,534	949,588	4,565	1,795	360	3,860,000 00	2,100,000 00	12,033,017 86
New York.....	6,967	30	1,932,325	1,319,669	32,939	12,005	11,121	823,683 11	832,683 11	698,313 79
North Carolina.....	12,842	140	564,135	349,099	7,740	6,296	7,886	No data	1,715,158 41	7,700,763 03
Ohio.....	2,360	.....	1,180,325	805,496	25,512	12,991	13,499	1,481,741 69	935,000 00	8,908,343 66
Oregon.....	24,541	98	194,769	85,000	3,600	3,370	1,900	5,000,000 00	8,677,583 67	675,962 90
Rhode Island.....	1,163	15	No data	1,040,479	26,241	13,430	2,419	11,989 50	.....	434,235 46
South Carolina.....	3,172	.....	74,851	53,693	4,530	500	No data.	No data	No data	847,307 00
South Dakota.....	5,184	641	115,175	293,763	4,594	8,087	No data.	No data	No data	1,311,892 34
Tennessee.....	.....	.....	40,895	4,567	8,234	6,673	2,710	2,942 10	645 10	.....

Comparative Statement of Educational Statistics, etc.—(Continued).

STATES.	Average wages per teacher.	Number of school district libraries.	Number of normal schools.	Number of teachers' institutes.	Number of instructors for teachers' institutes.	Number of training classes.	Number of county superintendents or school commissioners.	Salaries of county superintendents or school commissioners.	Are high schools supported by State?	Are colleges aided by State?
Alabama	\$35.45 per mo. Males, primary, \$30.19 per mo.; females, primary, \$35.48 per mo.	..... ..... 3,000	7 3 3	15 165 a37	..... No regular in- structor; su- perintendent pays.	..... ..... 1	a a	..... \$500 to 4,000, according to county.	..... District taxes.	Yes. State University.
California	Males, \$36.48 per mo.; females, \$40.64 per mo.	461	3	24	Instructors en- gaged and paid only for spe- cial services.	None.	None.	.....	No.....	No.
Connecticut										
Delaware	\$38.40 per mo.	No data.	No data.	3	No data.....	No data.	3	\$1,000	No data.	Yes.
Georgia	No data.	No data.	No data.	a122	No data.....	None.	122	b\$125 to 900	No data.	No data.
Idaho	No data.	No data.	No data.	No data.	No data.....	None.	No data.	No data.	No data.	No data.
Illinois	Males, \$36.96 per mo.; females, \$49.35 per mo.	2,213	2	102	40, at fr m \$ 6 to \$ 00 per wk.	A distr ct n alter.	102	\$500 to 10,000	Yes....	Yes.
Indiana	Males, \$31.80 per wk.; females, \$31.01 per wk.	c	1	a82	Employed by county, up's All paid \$50 to \$35 per wk.	d1	a92	\$4 a day while engaged	Yes.....	3
Iowa	Males, \$38.73 per mo.; females, \$30.81 per mo.	122,738 volumes	1	99	county, up's All paid \$50 to \$35 per wk.	Priv train. schools.	a	\$1,191 per an- num.	No.....	e
Kansas	Males, \$43.09 per mo.; females, \$35.01 per mo.	No data.	1	a108	\$39, \$35 to \$50 per wk.	f	108	\$150 to 1,200 per annum.	No.....	g
Kentucky	\$54.92 per mo in cities; \$32.97 per mo. in coun- try.	39	1 white 1 colored	a119	Paid by tax; \$50 to \$100 per wk.	A few cit- ies have them.	119	\$500 to 1,500 paid by county.	By local taxes.	h
Louisiana	Males, \$32.97 per mo.; females, \$32.67 per mo.; colored, males, \$37.41 per mo.; females, \$35.71 per mo.	No data.	3	8	No fixed amt't.	Some pri- vate schs.	59	\$35 per an- num; New Orleans, \$2,500.	No.....	Yes.
Maine	Males, \$34.39 per mo.; females, \$4.81 per wk.	No data.	4	No data.	No data.....	No data.	No data.	No data.	Partly.	No data.
Maryland	\$36.16 per annum.....	f	2	f	No data.....	None.	123	15¢ 00 to \$1,500	Yes.....	3
Massachusetts	Males, \$139.41; females, \$77.31.	No data.	10	30	Agents of board, \$1,500 per an'm 1 to 4 at each in- stitute; \$4.0 to \$59 per wk.	A few in cities.	m	\$1,500	No.....	No.
Michigan	Males, \$48.19 per mo.; females, \$54.06 per mo.	1,094	1	85		None.	85	\$300 to \$1,500 per annum.	Yes.....	Yes.

	Males, \$39.88 to \$91.54 per mo.; females, \$33.66 to \$43.54 per mo.	1,738	4	55	Conductors at \$49 per wk.	None.	78	\$10 per dist.	Yes.	State Univ. ally.
Minnesota										
Mississippi		ⁿ 189,062 volumes	1 colored	150	180, \$40 per wk.	None.	75	\$303	Yes.....	Yes.
Missouri	\$39.66 per mo.	No data.	4	114	\$37.50 per wk. and less.	No State approp'n.	114	\$100 to \$500	No.....	State Unl.
Montana	Males, \$83.00 per mo.; females, \$60.00 per mo.	No data.	1	21	None on salaries.	1	21	\$1,000 to \$1,300	Yes.....	Yes.
Nebraska	\$41.84 per mo.	No data.	1	90	All paid for time	1	90	o	Yes.....	State Unl.
Nevada	\$69.40 per mo.	No data.	1	a			a	None.	No.....	Yes.
New Hampshire	Males, \$49.78 per mo.; females, \$37.36 per mo.	3,49 vol.	1	30	\$10 per an attendance.	None.	21	\$300 to \$1,300	Yes.....	Yes.
New Jersey	Males, \$73.99 per mo.; females, \$47.78 per mo.	1,115	1	21	\$10 to \$30 per day.	None.	114	\$1,000	Yes.....	No.
New York	\$65.44 per annum.	799,196 volumes	11	110	9 regular instructors.	130	96	\$2 to \$3 a day.	Yes.....	Univ. of N. C.
North Carolina	White, \$31.30 per mo.; colored, \$21.18 per mo.	p	1 white 8 colored	38	2, \$2 to \$3 per day.	p	None.	None.	Yes.....	Yes.
Ohio	\$39.00 per mo.	No data.	g	g	None, State.	None.	32	\$3.0	Yes.....	Yes.
Oregon	Males, \$50.00 per mo.; females, \$45.00 per mo.	250	g	70	\$5 per day.	None.	66		Yes.....	Yes.
Pennsylvania	Males, \$14.16 per mo.; females, \$33.06 per mo.	No data.	13	1	505.		None.	None.	Yes.....	1
Rhode Island	\$312.46 per annum.	No data.	1	No data.	No data.	None.	35	\$433 to \$683	Yes.....	Yes.
South Carolina	Males, \$33.13 per mo.; females, \$19.50 per mo.	No data.	7	No data.	No data.		25	per year.	Yes.....	No.
South Dakota	\$31.10 per mo.	No data.	2	32	Number varies.	No data.	233	\$600 to \$1,500	Yes.....	No.
Tennessee	\$20.00 per year.	No data.	2	4	15, \$40 per wk.		96	\$250	Yes.....	No.
Texas	\$3.00 per week.	No data.	2	54	Conductors, \$150.	None.	216	\$300 to \$1,500	Yes.....	Yes.
Vermont	\$3.00 per week.	No data.	a	14	No data.	In 2 or 3 cities.	u	No data.	No.....	Yes.
Virginia	\$3.00 per week.	No data.	7	No data.	No data.		a	No data.	No.....	Yes.
Washington	Males, \$27.40 per mo.; females, \$21.45 per mo.	148	2	38		None.	34	\$50 to \$1,600	Yes.....	Yes.
West Virginia	\$33.36 per month.	No data.	6	55	No data.	No data.	55	\$150 to \$300	Yes.....	Yes.
Wisconsin	Males, \$47.30 per mo.; females, \$33.15 per mo.	2,000 in towns	6	70	\$4 to \$11 per day.	In all free high schs.	72	\$300 to \$1,400	Some.....	1
Wyoming	per yr.; males, \$69.59 per mo.; females, \$49.53 per mo.	600 in cities	a	No data.	Actual expenses.	\$50,000 per year.	12	\$300 to \$900 per year.	No.....	1

a One in each county. b According to county. c A large number voluntarily. d Not supported by State. e State University Agricultural College and Normal School. f Only in denomination colleges. g To State institutions. h \$30,000 to A. and M. college; \$3,000 to colored school. i Almost every school. j Held annually in half the counties. k County examiners. l Per annum. m A certain number of district superintendents. n Most cases in towns. o Depends on school population. p None, State. q No distinction. r County superintendents. s No State aid. t One in each town.

GENERAL.

In addition to the information contained in the above statistical tables from other States, the following may be presented. And here I desire to return my thanks to the various Superintendents in our sister States, who have kindly furnished the Department with valuable educational information. The additional points are:

California.—Teachers' institutes are held from three to five days each. The instructors at the institutes receive no regular salaries beyond whatever the county superintendent may allow. No teachers are exempt from attending the institutes, but their salaries are continued just the same as if they were teaching school.

Connecticut.—Ten per cent. of the whole number of school children enter high school, and one per cent. graduate from same.

Florida.—Teachers' institutes are held, each for two months. Attendance of teachers is voluntary. Most counties allow teachers' salaries to continue while attending an institute for two or more days. Less than one per cent. of school children enter high school.

Illinois.—Teachers' institutes are held, each for five days or longer. Teachers are not obliged by statute to attend. Some districts use the State funds for training class purposes.

Indiana.—Teachers' institutes are held, each for five days. Each county allows \$50 toward paying their expenses. The county superintendents fix the rate of compensation to each institute conductor. Teachers are not obliged to attend, and only receive salaries during attendance at township institutes. Arbor day is voluntary.

Iowa.—Attendance at teachers' institutes is entirely optional. There are a great many private training schools.

Kentucky.—Expenses of teachers' institutes met by taxing teachers. The percentage of the whole number of school children who enter high school is very small.

Kansas.—Teachers' institutes are held, each from four to eight weeks. Attendance is optional. Teachers' training classes are supported in denominational colleges. Less than one per cent. of the whole number of school children enter high school.

Louisiana.—All teachers are obliged to attend teachers' institutes, except those in New Orleans. In the opinion of the Superintendent, State aid should chiefly go to high schools.

Maryland.—Attendance at teachers' institutes is obligatory, except for the teachers in Baltimore.

Michigan.—Attendance at teachers' institutes voluntary. Teachers' training classes are supported by local aid.

Minnesota.—County superintendents may require attendance at teachers' institutes. Many districts allow salaries to teachers during institute attendance. Three and a half per cent. of the whole number of school children enter high school, and one and three-quarters graduate. The Superintendent says: "I think that all pupils in the public schools who attend 60 full days should be made the basis of apportionment, and that the State should pay a one mill tax, to be apportioned equally to the districts, and that each county should also raise a one mill tax, to be similarly apportioned in the county. I advise that the general government allow \$1 for each pupil entitled to apportionment as above, and that the district should do the rest."

Mississippi.—Teachers' institutes are held for a week each, attendance being voluntary. There are 10 public schools for Indians.

Missouri.—Teachers' institutes are held, each from two to four weeks. Teachers do not receive salaries while attending institutes, and attendance is not directly compulsory.

Montana.—Attendance at teachers' institutes is obligatory. Teachers' training classes are held at Butte and Helena.

Massachusetts.—"Our school fund, Jan. 1, 1894, was \$3,670,548.14. It is to be increased \$100,000 annually until it reaches \$5,000,000. Half the income (\$77,778.43 in 1893 was one-half) is distributed to towns whose valuation is under \$3,000,000, the smaller or poorer towns receiving relatively more than the others); the other half is used by the State for general educational expenses (normal schools, board of education," etc.)

"The number of pupils in our high schools for 1893-1894 was 30,540. Number of children attending public schools, 400,809. While the percentage is about $7\frac{1}{2}$, the use of this percentage is very misleading. In an ideally perfect system of 13 grades, four of them in the high school, in which, for instance, 100 pupils enter the lowest each year and pass to the top without increase or diminution of number. The highest possible percentage of the high school pupils in relation to the entire school population is about 30 (400 high school pupils out of 1,300 pupils in all). In this ideal case, 100 per cent. of the school population really enter and pass through the high school. In this ideal case, it is true that 30 per cent. only of the entire number of pupils are in the high school at any one time, but unthinking people assume that 70 per cent. of the pupils never enter the high school and pass through it."

"In the light of the above exposition, it is obvious that our 7½ per cent. (approximately) of actual attendance in the high school means really that 25 per cent. (approximately) of the school children of the State work into high schools, while in some of our communities 50 per cent. of the children ultimately enter the high schools."

"I elaborate this point in the hope that New York may take pains, as we have not in the past, to guard against the public's making wrong inferences from a statement in itself true."

Nebraska.—Teachers' institutes are held each from two to four weeks. Attendance is obligatory. About 4,700 children were enrolled in the high schools, of whom 514 graduated.

New Jersey.—Teachers' institutes last each from one to three days.

New Hampshire.—Attendance at teachers' institutes voluntary, but all paid during attendance.

North Carolina.—Teachers' institutes last one week each. The graded schools have training classes.

Ohio.—Attendance at teachers' institutes is voluntary, but some counties make it a test.

Oregon.—Teachers' institutes last from 3 to 10 days. Attendance is obligatory.

Rhode Island.—Teachers' institutes are held each from one to three days. Attendance is voluntary. Whole number of children attending high schools, 2,023; graduates, 253.

South Dakota.—Teachers' institutes are held each from two to six weeks. Attendance compulsory. Teachers receive half-time wages.

Tennessee.—Teachers' institutes are held each for four weeks. Attendance voluntary.

Texas.—Teachers' institutes last four weeks. Attendance optional, at discretion of trustees and county superintendents. Each county is required to have at least three institutes of two days each during the school year.

Vermont.—Teachers' institutes last four days. Attendance is voluntary. Three per cent. of school children attend high school.

Virginia.—Teachers' institutes are held for four weeks each. One school educates Indians solely, there being 20 pupils.

Washington.—Attendance at teachers' institutes is compulsory.

Wisconsin.—Teachers' institutes last mostly five days each. Attendance is voluntary. There is a special State appropriation of \$50,000 for free high schools. All other expense is borne by local taxation.

Wyoming.—Teachers' institutes last five days each. Attendance obligatory. One hundred dollars is appropriated annually for the purpose in each county.

APPENDIX.

EXHIBIT NO. 2.

**Public Education in France and Hawaii. Inter-
esting Statistics from the two Republics.**

Public Education in France and Hawaii.

FRANCE.

Course of Instruction in the Public Schools of the Republic.

The following interesting statistics on the condition of public education in France are furnished by Dr. W. W. Skinner. He writes as follows.

"Conformably to your request, I have been gathering information concerning the public schools of Nice, France, and indirectly I have also necessarily been largely informed in regard to public instruction as it is generally given throughout the country at large.

"The age during which attendance at some institution of learning is obligatory for all children is from six to thirteen years. It is not to be supposed, however, that absolutely no child eludes this provision of the law, as in our own country, where attendance is obligatory, many children are deterred, for various reasons, from constant presence at school during this period. In general, however, the authorities are strict in their efforts to secure the attendance required, and the heads of families, even of the poorest, are anxious that their children shall have all the instruction possible.

"In many places, especially in large cities, children may attend school at a very early age indeed, even at the age of two years. The schools for pupils of this age are called maternal schools (*écoles maternelles*) and they receive pupils from two to six years old. The program followed in these schools is as follows: Games, and graduated movements accompanied by singing; manual exercises; first principles of moral education; the most common knowledge of things; language exercises, recitations, or stories; and first principles of drawing, reading, writing and calculation (arithmetic).

"On leaving the maternal school at the age of six (if he has attended one) the child begins his regular primary instruction by entering the primary school of the commune or district in which he lives. Here his studies are obligatory, gratuitous and unbiased by any form of religious teaching. He attends school until the age of thirteen receiving what is called 'elementary primary instruction,' for afterward he may receive 'superior primary instruction' as will be shown below.

"In this primary communal school there are thirty hours of schooling per week. On Thursdays and Sundays there is no school. One lesson in moral instruction is given every day; two hours per day are devoted to the French language (reading, grammar, orthography, composition); one or one and one-half hours to scientific instruction (arithmetic, natural and physical sciences); one hour each to history and geography, conjointly with civic instruction; at least one hour to writing; at first, short lessons in drawing, later two or three hours per week; singing, one or two hours; gymnastics, once every other day; and manual work, two or three hours weekly.

"Of late years there is no religious instruction unless it occurs in the course of instruction in morals where 'duties toward God' are touched upon. Religious teaching is left to the family and the church.

"Many pupils finish the course of elementary primary instruction, arrive at the age of thirteen and still have two or three years at their disposition before being obliged to work for a living. For such there is a course of 'superior primary instruction' available. In this course the studies extend more deeply into the national language and literature, into history, geography, the sciences and drawing. Besides this, new subjects are taken up, a modern language, elementary notions of common law and of political economy, as well as bookkeeping.

"This terminates the gratuitous instruction given by the State. If the studies are to be continued it is done by commencing what is known as 'secondary instruction' given in colleges, lyceums and gymnasiums, until the age of eighteen years or thereabouts is attained. This instruction is given at the private expense of the pupil or his family.

"At the present time this advanced instruction is divided into 'classical secondary' instruction and 'modern secondary' instruction. The former has for base the dead languages as distinguishing quality, and varies but little from the old form and subject-matter taught until quite recently.

Modern secondary instruction, a designation employed since the ministerial decree of the 4th of June, 1891, embraces more especially the modern languages together with the sciences. This instruction comprises the French language and literature, the English and German languages and literature, philosophy, moral philosophy, principles of law and of political economy, history, geography, mathematics, physics, chemistry, natural science, drawing, and bookkeeping. The pupil on entering the lyceum chooses which of the two forms of instruction he shall follow, the classical or the modern.

"Since 1880, there are lyceums and colleges for girls. The popularity of, and the attendance at, these institutions are increasing, so that in 1889 there were two lyceums and twenty-five colleges in operation and four new lyceums and one college about to open. The system of public instruction actually operating in France has obtained ever since the time of Napoleon the First. By a decree dated March 17, 1808, the following grades of instruction and of teaching institutions were established. Beginning with the lowest there are:—'Primary schools' and various schools for little children in which they are taught to read, to write and to acquire the first notions of calculation (arithmetic); these are now obligatory, gratuitous and lay;—pensions in which children are received into the house of a private individual, living there entirely as in their own family. This private teacher boards and lodges his pupils, and his school is not under the supervision of the State. Then there are institutions managed by private individuals also, but in these the subject-matter of instruction is more extensive and approaches that of the next class. Colleges come next; these are communal (or regional) schools for secondary instruction established especially in small cities or towns in which there is no lyceum. The elements of ancient languages and the first principles of history and the sciences are taught here. Lyceums (*lycées*) are governmental schools under strict supervision, in which ancient and modern languages are taught as well as history, rhetoric, logic, and the elements of the mathematical and physical sciences. These are found in the larger cities. Finally there are faculties of various kinds (medicine, law, theology, etc.). These different grades are found in each academy of France of which some large city is the centre, as the academy of Aix, of Lyons, of Paris, etc. The various academies are united under the jurisdiction of a higher corporation, the University of France, a governing body, having its seat at Paris.

"On one occasion I paid a visit to the primary normal school, located at Nice, of which the name in French is *école normale primaire d'instituteurs communaux*. The director, Monsieur Bousquet, received me very courteously and spared no pains to render my visit instructive and satisfactory.

"As its name implies, this institution is one in which the training is given that prepares the pupil to become the master of a primary school of the commune or district. There are thirty-one pupils here at present, a number found to be inadequate to the needs of the communal schools of the department (Alpes Maritimes), which is a

territory corresponding to that of a large county in the State of New York, for instance. If the normal school does not graduate enough masters to supply the common schools, the deficiency is made up from the graduates of the superior primary schools above mentioned, who, of course, are inferior in training to the normal school men, and who are allotted to the most poorly paid and least desirable posts, such as those of small rural villages.

"The salary that the teacher of a communal primary school receives begins at 1,000 francs per annum, with a few allowances thrown in, making the total amount of money received perhaps 1,200 francs. Besides this, the master has lodgings rent free. Teachers long in service receive as high as 2,500 francs, with perquisites.

"The pupils of this normal school are lodged, fed, and taught at the expense of the department. They are, with one exception, all *internes* of the institution, *i. e.*, they live wholly in the building in which the training is given. They take all their meals there and sleep there as well, and are not allowed to spend their time elsewhere.

"The curriculum covers a period of three years. At the end of that time the candidates are examined by a commission appointed for that purpose, and which sits twice yearly, once in July or August and once in November. The pupils of the normal school, in return for the gratuitous board, lodging and tuition, engage themselves to teach during a period of at least 10 years, and to remain in the department unless especially authorized by the *prefet* to teach elsewhere.

"The daily routine life of the *interne* at this school is as follows: Arising at 5 o'clock, he begins study at 5:30 and continues until 7, when breakfast is served. At 8 he is in class till a quarter of 10, when he has 15 minutes recreation. Class again till 12:30. Then one hour for dinner. Studies till 4, when a light lunch is had, after which studies are continued till 7:30, which is the hour for supper. At 9 all retire. Some third-year students, however, are allowed by permission to study till 10 o'clock. Each pupil is also required to make his own bed, which is in the common dormitory. In America we are hardly used to such long study hours as these.

"The bill of fare is very simple but the food is wholesome, and is the same every day except Friday, when fish and eggs take the place of the usual meats. This custom, M. Bousquet observed, was not for the sake of conforming to any religious observance, but for hygienic reasons. Although, he added, it was possible that some Catholic parents would still prefer to have their children fast on that day, as the Church recommends.

"On Thursdays and Sundays the pupils have no regular classes, but are allowed to pass the time in reading. This reading, however, is not *ad libitum* and haphazard, but is controlled within certain limits. In the morning of each of these days the reading must be of a serious and practical nature, including works on history, political economy, literature, finance, pedagogy, etc. In the afternoon lighter reading is allowed, such as classical plays or writings of standard novelists.

"The general work of every day is also lighter in the afternoons than in the mornings. The early part of each day is spent on those studies requiring severe mental application, as history, mathematics, natural sciences, etc., while the later hours are employed on such subjects as music, modeling, drawing, practical work in the shops and laboratories, etc.

"The pupils come from the primary schools. They may enter at sixteen years of age, but not later than twenty-one.

"M. Bousquet conducted me personally through the classrooms, the dormitory, the hospital, refectory and kitchen, which were models of order and cleanliness. The water for table use is filtered through numerous Pasteur-Chamberland filters. The lecture-rooms contain extensive cabinets of mineralogy, conchology, chemical and physical apparatus, etc.

"A workshop adjoins the rear of the building, in which each pupil spends a part of an afternoon thrice a week. It contains a turning lathe for wood, carpenter's benches, vises and tools for working in iron, etc. One vise was of American manufacture and cost 30 francs. Most of the tools in this shop would appear clumsy and awkward to American artisans; they are, however, the ordinary tools of the country. Saws, for instance, are all set in a frame which is tightened by a cord at the top. The French admit that in tools and machines the Americans are superior to them."

HAWAII.

The System of Public Instruction in the New Republic.

The affairs of the Hawaiian Islands, now the youngest of republics, have acquired of late unusual interest in the minds of the American people. Through the courtesy of President William R. Castle, of the Board of Education at Honolulu, I am enabled to present some very interesting statistics on the progress of the schools in the islands up to the close of the period covered by his last biennial report. In the year

1888 all government schools were made free with but two exceptions. Since that time nearly all the so-called common schools—in which the Hawaiian language is the medium of instruction—have been converted into English schools, so that at present 98 per cent. of the children of Hawaii are being educated in and through the English language.

Aided by the liberality of three successive Legislatures (which have always been friendly to education) over \$60,000 have been expended on the schoolhouses, which were urgently demanded in every part of the islands.

Great as was the improvement in these respects, the improvement in the standard of teaching and in the efficiency of the teachers has been even greater. A uniform course of study was drawn up and enforced, and the schools graded in conformity to it. Examinations of teachers were periodically held, and certificates granted to different grades. Teachers' conventions were held, and normal classes instituted to supply the lack of a normal school, and to assist educated teachers from abroad in understanding the peculiar needs of our schools and the best methods of dealing with the local conditions. The result has been a decided improvement in the spirit and efficiency of the whole body of teachers.

Industrial teaching has become a very prominent feature of the independent schools. Agriculture, the mechanical arts, singing and drawing have been made very notable studies in those schools, and the common schools are also taking up such subjects. The last constitutional convention decided that the public funds should, under no circumstances, be given to private educational institutions. Mr. Castle's report complains bitterly of the inadequate salaries paid to many of the teachers in the public schools. In most of the schools in the country, however, it is impossible to get boarding places for teachers, and the government is compelled to furnish a house, and to add something to the salary to cover living expenses which are necessarily high in remote quarters.

The matter of normal instruction is also regarded as one of great importance. During the past few years something has been done in this direction, but the establishment of a regular normal school has not yet been attempted.

Two of the more important private institutions are to give definite instruction of this character. As the government requires a very much larger number of teachers than all other schools, it must necessarily have influence enough to be enabled to direct somewhat the course of instruction.

While there has not been any general convention of teachers during the last period, teachers have met on the various islands for conference on school matters and discussion on the art of teaching.

There are 176 schools in Hawaii, 199 male teachers, 206 female teachers and 11,307 pupils. Of the pupils, 5,177 are Hawaiian, 2,108 part Hawaiian, 285 American, 184 British, 208 German, 2,551 Portuguese, 83 Norwegian, 529 Chinese, 35 South Sea Islanders, 5 French, 113 Japanese and 34 of other foreign nationalities. The teachers are divided among Hawaiians, Americans, British, German, French, Bulgarians, Belgians, Scandinavians, Portuguese, Chinese and Japanese, the Americans being over one-third of the entire number. The schools are located on the following islands: Hawaii, Maui, Molokai, Oahu and Kauai. There are about 13,000 children of school age on the islands. Kindergarten work is not carried on by the board of education, though many of the kindergarten methods are used in the primary rooms. The first kindergarten was established 12 years ago, and now there are several independent institutions of the kind, supported by private individuals or charitable bodies.

Examinations of teachers have been held at various points on the islands, and 49 teachers and aspirants have presented themselves for examination. Of these, 6 obtained first-class certificates, 14 obtained second-class certificates, and 12 have third-class certificates; in all, 32 teachers and aspirants.

There are two schools at the leper settlement on the island of Molokai, attended by the Catholic Sisters. The salaries of the teachers in the government schools range from \$120 to \$2,500 a year. The government appropriation for the support of the English, Hawaiian and common schools amounts to \$146,000 and for the industrial and reformatory school, \$7,000. The inspector-general of schools receives a salary of \$7,000, the secretary of the board, \$5,200, and the assistant clerk of the board, \$3,200. A sum of \$6,100 was granted to three colleges and two high schools. The following table shows the steady advance in government English schools on the islands for the past 30 years:

Year.	Pupils.	Schools.
1864.....	665	13
1871.....	846	8
1884.....	3,489	44
1894.....	7,732	107

The advance in the number of pupils of those of mixed Hawaiian blood has been very large. The first statistics of nationality of pupils were published in 1880. At that time part Hawaiian numbered 955

they now are reported to be 2,103 strong. Another noticeable feature in this class of pupils is that the girls exceed the boys by 109, differing in this from every other nationality except the British, where there are four more girls than boys.

The Portuguese show a rapid advance. In 1880 there were 55 of this nationality in school. In 1884, after the immigration had set in, there were 858 and now there are 2,551.

The Chinese also show a considerable increase. Besides the mission schools, a considerable number of Chinese attend the government English and the independent schools. Moreover, the mission schools have children of mixed blood as well as pure Chinese, so that the number of that nationality, *pur sang*, in the government English and other schools is rather larger than is apparent by deducting the attendance at the mission schools from the total Chinese reported.

The Japanese are beginning to show up among the school population, and the next two years are likely to show a considerable increase. There are a great many children on the various plantations, but they are all below school age.

A P P E N D I X.

EXHIBIT No. 3.

P R O C E E D I N G S
OF THE
COUNCIL OF SCHOOL SUPERINTENDENTS.
October 17-19, 1894.

Council of School Superintendents of the State of New York.

PROCEEDINGS OF THE TWELFTH ANNUAL MEETING OF THE COUNCIL
OF SCHOOL SUPERINTENDENTS OF THE STATE OF NEW YORK,
HELD AT BUFFALO, N. Y., OCTOBER 17, 18
AND 19, 1894.

OFFICERS OF THE COUNCIL.

Barney Whitney, Ogdensburg..... *President.*
R. V. K. Montfort, Newburgh..... *Vice-President.*
Emmet Belknap, Lockport..... *Secretary and Treasurer.*

The twelfth annual meeting of the Council was held in the assembly room of the Department of Education, Municipal building, Buffalo, N. Y., October 17, 18 and 19, 1894.

PROGRAM OF REPORTS AND DISCUSSIONS.

WEDNESDAY, 8 P. M.

Report of Committee on Legislation Charles W. Cole, Chairman.

1. Village Superintendents — What their duties are, and how best performed.
2. Oral Teaching — In what studies and to what extent is it practicable?

THURSDAY, 9:15 A. M.

3. The Practical in Elementary Education — Its limits and its possibilities.
4. Visual Education at A. M. N. H., under the auspices of the State Department of Public Instruction.
5. Report of Special Committee on the Compulsory Education Law.
Wm. H. Maxwell, Chairman.

TOPICS: Character of Truant Schools..... Superintendent Cole.
A Model Set of By-laws for Boards of Education, and Qualifications of Truant Officers..... Superintendent Godwin.
The Enforcement of the Law in Smaller Cities and Villages,
Superintendent Gorton.
Ungraded Schools and Classes..... Superintendent Emerson.
A Model Set of Blanks..... Superintendent Maxwell.

2:15 P. M.

6. Some Problems, in the Correlation of Studies.
7. Manual Training in the Regular Courses of Study, or in Schools having only Ordinary Appliances.

8 P. M.

8. Changes brought about by the new Consolidated School Law.
9. Report of the Conferences on Mathematics Studies, and on Nature Studies to the "Committee of Ten."

FRIDAY, 9:15 A. M.

10. Should Public Funds be distributed to Schools on the basis of the number passing Official Examinations?
11. The place of Bookkeeping, Stenography and Typewriting in a Public School System.

The Council convened on Wednesday evening, October 17, with President Whitney in the chair. Thirty-four city and village superintendents, five State normal school principals, representatives of the State Department of Public Instruction and the office of the Board of Regents of the University of the State of New York, several prominent educational men from different portions of the State, about 12 grammar school principals and a number of teachers and citizens of Buffalo were present at this evening's session.

President Whitney expressed his gratification and indebtedness to the Council for the interest manifested by this large attendance at the first session, and for the promptness with which members of the Council responded to his inquiries relative to the subjects placed upon the program of the meeting. After a brief word of welcome to all present, he stated that the Council was convened for work, and called for the report of the committee on legislation.

The report, submitted by Superintendent Charles W. Cole, chairman, was as follows:

To the Council of School Superintendents:

GENTLEMEN.—Your committee on legislation respectfully reports that its labors during the past year have been crowned with unusual success. After nine years of agitation and disappointment, a compulsory attendance act, worthy of the principle it illustrates, is at last upon the statute book. Although it is unnecessary to rehearse all the details of our efforts last winter, still it is proper to say that the bill as finally passed and approved is a compromise. Your committee desired

the ages of pupils amenable to law to extend from 7 to 16. The board of education of New York represented to us that it would be impossible for them to insist on attendance below the age of eight, therefore the age was made from 8 to 16. A majority of your committee would have made the school time of all between the ages of 8 and 14 the entire public school year. This seemed too radical for many, and, therefore, your committee acceded to the proposition that the term be made 16 weeks, a gain of two weeks upon the time set down in the old law.

Again, your committee would have insisted on all instruction prescribed by the law being given in English, but the Lutheran ministers objected strenuously to this proposition, and your committee, seeing that by giving way they would remove all opposition from that quarter, consented to leave the required studies the same as in the old law. And this concession was made with some satisfaction, since we knew that the old law required instruction in English grammar, which fairly covers the ground that we contended for. Other concessions of detail were made with a view of getting the united support of all educational influences in favor of the general principles of the bill, and the result is that we present an act which we believe is entirely practicable of execution and which we are confident will bring about all the results that we have claimed would ensue.

Where there was so much of compromise and alteration, it is not at all strange that an important point should have been overlooked in the final drafting of the bill. There is an uncertainty as to what the mandates of the act are in respect to its execution in the rural districts. Your committee has no doubt that, under the general provisions of the act, trustees of all the rural districts are sufficiently authorized to proceed with its execution. Nevertheless, it will be quite proper, and much more satisfactory, to obtain an amendment to the act during the next winter, which shall leave no doubt as to this particular point.

Your committee was under great obligations to the many friends of public education, who assisted it in procuring the passage of the Compulsory Act. Especial acknowledgment should be given to Senator Cuthbert W. Pound, who introduced the bill, appeared before the Senate committee in its behalf, and ably supported it when on its final passage. Important assistance was also given by Senators Lexow, Saxton, Cantor and Guy.

The hearty support given in the popular branch of the Legislature by Assemblymen Fish, Sulzer and Ainsworth was invaluable, in view of the fact that the final consideration of the bill came in almost the last

hours of the session. Your committee desires also to return its most hearty thanks to the Department of Public Instruction for the aid given in all stages of progress of the bill; especially to Superintendent Crooker, whose appeal to the committee on rules of the Assembly was most timely at the critical moment, and whose exposition of the character and scope of the bill determined the Executive to affix his signature. Your committee also desires to note its high appreciation of the valuable aid given, at all times, by Hon. Charles R. Skinner, of the Department.

The bill for extension of teachers' classes was passed by both houses with, practically, no opposition; but eventually did not approve itself to the Executive, and on account of his objections, failed to become a law.

Your committee recommends that this bill be offered at the next session of the Legislature and pressed to a passage.

All of which is respectfully submitted with the congratulations of the committee to the council on the attainment of one of the important objects for which you have been striving.

CHARLES W. COLE.
JAMES GODWIN.
A. B. BLODGETT.
E. W. GRIFFIN.
CHARLES E. GORTON.

On motion of Superintendent J. I. Gorton, the report was approved, and the committee on legislation was instructed to carry out the recommendations of the report during the coming year.

The Council then proceeded to the discussion of the first topic on the program: "Village superintendents, what their duties are and how best performed."

Superintendent J. Irving Gorton, of Sing Sing, opened the discussion and said: I owe this Council an apology which I proceed to offer at once. I ought to have made some preparation for opening this discussion. There are a good many people here who know about the duties of village superintendents. I suppose that by village superintendents are meant superintendents of small places; places so small that the superintendent is sort of principal instead of superintendent; where he is able to attend to needs of the schools in a way that the superintendent of a large town is not prepared to do.

The first duty of the superintendent is to attend the meetings of the Council and be here early and late. In regard to the superintendent's work in his own village, I would say the first of all things is

his duty to be boss. If he can not be that he better not be superintendent. When a man comes into a school he must feel his way, and gradually find his way and find what he can do. When he has found what he can do, it is his business to be boss, with reference to teachers, janitors, and also to parents and to the board of education. Not an officious and domineering boss, but one who knows what he wants and who can fill his place. The people will let him do this if he does not assume too much.

I would say, with regard to the "powers that be," that he must be boss of the commissioners. He must not let the Regents interfere with him. I think the Regents' work is allowed sometimes to interfere with school work. He can do what they want done and not let it get in the way of other things. I want to say with regard to the State Department, that I have heard superintendents say: "I do not like the way the Regents manage, because we can not do their work in the way they want it done."

The superintendent should have his way, but not by bullying. He must discipline the classes of pupils and the teachers, but of all things he ought not to be *severe* in his way of doing things.

He needs to do all he can aside from his proper sphere of looking after his work in the school; supply pupils with good reading matter, and make the matter of securing good books of special importance. There are many objections made to the policy of allowing children to use public libraries. It is possible to make them of much value. While so many superintendents have much to say about supplementary reading, there are few who put as much energy into the library work as they ought to. Many books are issued to pupils and to other people, but the superintendent can do much, if he is willing, to share with others what he knows and obtain from them all that they know.

Superintendent Godwin. I am not a village superintendent, and am not going to speak upon this subject, but I spend my vacations in a village where I observe and hear much about the marked success that is attending the work of Superintendent Harris, of Catskill, and I hope he will speak on this topic.

Superintendent Harris responded to the call, and said: I have an idea of what a village superintendent should do. As you all know, the law specifies nothing at all in reference to village superintendents. In our village the board of education has an idea of what a superintendent shall be. Boards of education are very good, if not very wise, in carrying out the work of the schools. In a small village like

Catskill the superintendent has an opportunity of becoming not only skillful in managing school work, but an expert in teaching; that is the main thing for the superintendent to do. Bring about what is best, educate his teachers, his board, his community. All village superintendents ought to be able to make themselves so well qualified that they would make good city principals. They can do a great deal by becoming expert teachers. The main opportunity of the village superintendent is to give his teachers good instruction, which will make them good teachers, and see that they have everything that is necessary and wise in the way of equipment. He should watch the needs of the schools in the line of material equipment, and if he gives to his teachers all assistance that he can and ought to give, he can spend his time no more profitably.

Superintendent Prentice, Hornellsville. In a small village the superintendent can keep in so close contact with his teachers that he can tell when a teacher fails, why she fails, and whether it is a failure consequent to habit. He can know quite intimately a large majority of the people and nearly every pupil in his schools. If a boy fails, he knows why; if he does better than his mates, he knows why he does better. He comes into direct contact with parents as a city superintendent does not. I know every one of my teachers; I know by name almost every one of the seventeen hundred or eighteen hundred who are in constant attendance.

Superintendent Blolgett. The superintendents of villages may know their teachers and know them thoroughly. I think the first duty of a superintendent is to know his teachers. If he knows them, understands his work and is a man of energy, he becomes master of the situation. He should be honest, plain, pointed in his criticisms; not harsh, but I do believe that a superintendent may do more good by being frank, honest and plain than in any other way. In a small town I would make it a point to know each one of the teachers, to know just what difficulties she encounters at home, her trials and tribulations, if she has any. Such a teacher wants sympathy. If I know all my teachers I can do them more good by letting them feel that I know their difficulties, and sympathize with them and try to lift them out of it.

Mr. Bardeen, of Syracuse, on being called upon by the president, said: A man who has charge of a union school of 15 teachers who stays long enough to see his primary pupils graduate from the academic department, who has the support of the board, and reasonably liberal appropriations, has the most comfortable and, in many respects, the most useful educational position in the country. That is

specially true in New York, on account of the elasticity of salaries. It is a distinguishing characteristic of the smaller New York schools, that the salary usually is not fixed, but may be fitted to the teacher.

In the cities of this State and in most towns of other States the schedule of salaries is fixed, and when a teacher in a \$400 place grows too large for the place and is offered more elsewhere, she is allowed to go. In a well-managed union school she is likely to be offered \$500 or \$600 to keep her. In Whitney's Point, where the normal salary of the principal is \$700, one man who had given unusual satisfaction, was offered \$1,500 to remain, an advance of 50 per cent. But in the Syracuse High School, a lady who was getting \$750 was allowed to go when she was offered \$1,000 by the Brockport Normal, because city salaries are fixed. Could that lady have staid in the school, it is not an exaggeration to say that the efficiency of that school could have been greater during the last 15 years by 50 per cent.

Superintendent Henry P. Emerson, Buffalo.—I want to say a few words suggested by remarks as to the comparative amount of political influence.

It may be true that politics has less influence in smaller places, and I frankly admit schools in smaller cities or larger villages have many advantages over those in larger cities. But let us see if we do not exaggerate. I will speak about Buffalo.

In the matter of security of tenure of a teacher: I have noticed that in many of our villages they change teachers or principals every year.

We recently lost by death a woman who had, for 27 years, been employed in the high school. Many teachers have been in the high school over 20 years. It may be truly said that no teachers are removed in Buffalo on political grounds. I will explain to you the present system of appointing teachers in Buffalo under the new charter. We have a board of school examiners, whose business it is to examine and pass upon the qualifications of teachers. They are appointed for a long term of office by the mayor, and I know that they do their work honestly.

They furnished the superintendent a list of qualified candidates, whose standings are published in all the daily papers. The manuscripts which they write are public, being kept on file in the superintendent's office. If a candidate thinks he has been dealt with unjustly in the examination he can go over the papers himself with others. There is an absolute fairness in all of these examinations. As to the appointments, it is not absolutely necessary to regard these examinations in the light of purely competitive examinations, but no superintendent

can ever face public opinion and choose the lowest on the list rather than the highest. The only way to do is to give those that have the best training the first chances. Since I have been in this office I have never made a recommendation which has been refused. For instance, I sent a communication to the common council, recommending the erection of seven school buildings, to cost, with the land, about \$50,000 each, and the recommendation has been carried out, even to the extent of locating the schoolhouses in each locality which I designated. Every important recommendation I have made has been adopted. I never asked for money that I didn't get. In a large city not everything is done on the ground of politics. As far as Buffalo is concerned, it is true that the schools are not managed on a basis of politics; but of merit.

Superintendent Young. — Is the superintendent committed to the exact fact of appointing teachers in the order of their standing?

Superintendent Emerson. — He is not.

The topic — Oral Teaching — In what studies and to what extent is it practicable? was next considered; President Wm. J. Milne of the State Normal College, Albany, speaking first and as follows: Oral teaching is the name applied to many kinds of teaching. It is the same as lecturing people or telling them things. I have known people who called oral teaching something like this, telling the pupils the rules and definitions and making them learn them from their lips. Oral teaching, in the way of lecturing, has little, if any, place in the schools of the country. A man is never so happy as when listening to the sound of his own voice, I think at the expense of the children and older ones.

The day of lecturing on mathematics is past — if $\frac{3}{4}$ of a number is 4, what is the number? very much of the information we have in the schools is not of much account. Knowledge is not of much consequence, which we learn in school. Grammar — plenty of men get along without grammar. I say this knowledge we value so much in schools is not of much consequence.

If I am right, the lecture has no place at all. I think that, possibly, in the line of history, it might be valuable. The teacher who is skilled in history might give such an outline that the pupils might be interested and want to learn history. The other kind of oral teaching which I referred to, where the teacher says over what she wants pupils to know, has a value — the personality which the teacher can give it. But there is a loss again to the lectured, of what the knowledge was; he has nothing to go back to but his memory. Since the purpose is to

get power and such information as we get in school, knowledge enables us to step upward. We must develop this power. We want them to gain such power that they can handle problems that are useful in life, so that they may step into the higher planes of thought and knowledge. I say, oral teaching by questioning the pupil, causes him to speak; the steps are the tutor and the methods.

Principal McMurray, Franklin School, Buffalo.—The reasons that President Milne give as condemning the lecture method condemn likewise the text-book method. Both methods are wrong in principle, because they offer to children the answer to questions before the children have ever asked the questions, before they have felt the *need* of any such answers. Consequently, the pupil is furnished little incentive for mental alertness; he simply takes what is given, in a passive way. The developing kind of oral teaching avoids these mistakes and is, therefore, the desirable one. It throws the child upon his own resources, and this arouses in him great activity. The best European schools follow this method; they use text-books probably not more than one-fourth as much as we do. This fact convinces us of the possibility of an extensive application of the *developing*, oral instruction: it can be applied in most of the subjects taught and is likely to occupy our attention very much in the future.

Superintendent Godwin, New York.—The use of text-book and the use of lecture, for the purpose of instructing, are valuable. You can not do without the oral teaching. In that you have to be guided by the warning Dr. Milne gave. The teacher likes to hear his own voice. The teacher hammers away an hour and gives little information. You can not take your text-book and make it stand in place of the teacher. When the teacher comes to the educational point he has got to open his mouth and let the pupils open their mouths and eyes and tell what they see. In reading, it comes in least of all in real education. He will read geography and fail to look at the maps, which tell the larger part. This information, which can only be outlined from the books, must be used. If the teacher makes himself the only source of information, he is a dead failure. How can you teach arithmetic from the text-book only? When the children get it all from the teacher, and he makes them sing it out, he is robbing the children of their time. You can't develop ideas in the pupils by slinging the text-book at them. When the pupils get up to the standard where they can judge, they can think for themselves. My idea is that the teacher is to educate; he must keep his mouth closed as long as the children can talk.

Superintendent Kennedy, Batavia.—Superintendent Kennedy compared the course of education to the making of a great snow-ball by the boys at school. They first make with their hands a compact and solid nucleus, and they then increase this, rapidly, by rolling it through the snow. *Oral and development instruction is the making of the necessary nucleus.* With the nucleus completed, the young learner may then roll his experience against the mass of existing knowledge and rapidly increase his possessions. By this secondary stage he is a student. Young people should be made students as soon as practicable. It is a mistake to keep on making the successful rolling of the snow-ball because feasible. Development instruction assumes dependence; the learner should be made independent as soon as possible.

President Whitney.—Are we not inclined to underestimate the power to know the capacity of the child? And are we not inclined to underestimate the value of knowledge? Has the child not more capacity than we are inclined to give him? Take the little one in the line of asking questions. Does he need much power along the line of inquisitiveness? Is he not an expert in the way of asking questions? It is very important to furnish materials for filling this mind.

President Milne.—By proper questions and answers they will arrive at the conclusion that is necessary for a proper understanding. I do not approve of lecturing.

Superintendent Snow, Auburn.—Nine-tenths of the knowledge we get comes through the eyes rather than through the ears. We like to see things. We like to look at them. If we do not comprehend a thing we look at it a second time and get to know it better, to understand it.

Superintendent Blodgett.—In soft weather a ball will gather a good many things like mud and slush, etc. After your children are prepared and you are prepared, put your book aside. Then go into the recitation-room loaded and give and take, and question and answer, and give what you want retained.

The Council then adjourned until Thursday morning.

THURSDAY MORNING SESSION.

The Council was called to order at 9:30 A. M., and Principal Thomas B. Stowell of the State Normal School, Potsdam, was called upon to introduce the consideration of the topic "The Practical Elementary Education, Its Limits and its Possibilities."

Dr. Stowell said:

The Practical in Elementary Education—Its Limits—Its Possibilities.

In discussing the topic that has been assigned, the time limitation will require the mere mention of certain central truths without elaboration, which may serve as a sufficient apology for the apparent dogmatism which is not only distasteful to the writer, but is quite foreign to the spirit of the inquiry.

The final cause of education and of all culture may be said to be three-fold. First and ultimate is the development of taste; second and primary in order of attainment is subject-matter.

The manner in which the relation of these central truths to education is regarded, will have much to do with the question under discussion; to which may be added the fact that there are two definitions of "practical," which will, in no small sense, limit the scope of the inquiry.

If in the "practical" we include all that gives scope to thought, accuracy to judgment, or content to concept, there is opened in our topic, the basis for the broadest culture and the profoundest scholarship.

But if the practical is limited by the utilitarian, which is the more common use of the term, a much more restricted problem is before us.

Giving the term the narrow or utilitarian meaning, the inquiry stands: What can be done practically in elementary education to fit youth for every day life, that is, to assist them in the solution of the "bread-and-butter problem."

It may help to define the nature of the practical in elementary education if mention is made of the possibilities of such work, in which connection it may be stated that it is not too much to incorporate into elementary education, the notion of a trade or such mastery of some branch of business or of some occupation as shall guarantee a livelihood to its master.

If the writer may be permitted to express his conception of manual training as distinguished from a trade it would be that the former, manual training, requires, in addition to skill in manipulation, knowledge of the principles involved, of the forces which control, and the form of activity required, while the latter simply embraces skill in manipulation or technique.

The trade school teaches how to "Put in the cent" while we "do the rest;" but manual training must include how to do the rest as well as to put in the cent.

It has been demonstrated that a man of fair education, such as is represented by the college course or sophomore year of our first-class col-

leges, can master any trade in from four to six months. The old idea of the necessity of an apprenticeship of four to six months has been shown to be entirely without basis. All of which means to the writer, that the physical can not be successfully and practically trained independent of the psychical.

The change which the past seven years has wrought in the theory and in the practice of the Pratt Institute of Brooklyn is in evidence.

I find in these facts one answer to the problem assigned to this paper, which may be formulated as follows: A scheme of utilitarian education can not be restricted to the manual of psychical alone; a certain amount of psychic training must be associated with it.

I would not place before our youth any agency or influence calculated to detract from their respect for manual labor. It is a fact too patent that manual labor is by many regarded with feelings close akin to contempt, a thing to be barely endured where it can not be avoided, rather than an object of desire.

I am a firm believer in the educational value of imitation and that much can be done to make manual toil more attractive, by placing good examples of practical ornament before the eyes of toil, and more remunerative because more attractive, to awaken an appreciation of the beautiful in nature as well as art, that an inborn and cultivated or induced taste may unconsciously lead the sons of toil to find rest and recreation in the forms of beauty which they shall themselves create, and shall desire in their surroundings.

I would not confuse the true, the beautiful and the good, but I venture the assertion that little practical goodness will be found apart from a nature responsive to the beautiful. The deadly and deadening dullness of the unattractive country hearth is the nursery of the unrest which seeks the flare and glare of city life and drives the rustic into the village and large towns.

What I long to see effected in a practical elementary education, such as is accessible to the masses, is primarily to enable them to solve the bread-and-butter problem with a minimum of labor, and to awaken and to foster such a taste for self-betterment as will cause them to utilize their spare hours and energies in the culture of the self.

I. An elementary education should prepare a child to read intelligently anything in English literature by the time he is 12 years of age. I do not mean to put into every concept the content of the author. A very meager knowledge of mind knows the absurdity of such teachings, for the standard literature of the day, our English classics, should be attractive to children of the age named.

II. An elementary education should acquaint every child before he is 15 years of age with mechanical principles and their application to the extent that, if a boy, he shall know the use of tools, how to make joints, build walls, etc.; in short, the essentials of the applied arts.

I am not advocating the desirability or the practicability of making skilled workmen of the masses, but I do claim that a knowledge of how work will broaden the scope of thought, or in Herbartian language enlarge the "Circle of thought," make a more enlightened citizenship, and at the same time it will liberalize the thinking of those who are not in contact with the laboring class.

The girl, before she leaves the common school, should know enough of domestic arts to be able to make bread, care for a kitchen, cut and make simple garments and understand the principles of more elaborate and artistic work as thoroughly as she comprehends the principles of language, history or mathematics.

I am asked where this Utopian scheme will be realized. I answer, in every city and considerable village in New York State within the next 20 years.

The writer realizes the change which must take place in the school curriculum, and the far greater change which must occur in the training of teachers; but provisions are being rapidly made along these lines, and as soon as the masses shall see the advantages accruing from such teaching and from such teachers, ample provisions will be made to meet the demand.

To recapitulate: It is possible in an elementary education which does not extend beyond the grammar grades:

I. To acquaint every student with English classics to the extent that a taste will be awakened for good literature.

II. To give such knowledge of the tools used in the arts and such familiarity with their use as will fit a youth as well for any non-professional occupation as he is now fitted for entering upon a professional career.

III. To prepare a girl for taking the care of a home, the practical oversight of all departments of housekeeping, as thoroughly as we prepare boys for business.

So much for the possibilities of the practical or the utilitarian in elementary education.

The writer's views of the limitations of such an education will be better understood from the further discussion of the practical when the broader, more comprehensive content is given.

Inspiration to labor must be sought in universal truths and not in the specific; the latter are impractical because of their restricted application.

"Bearings must be taken from fixed stars rather than from local and variable lights.

The universal is in no fanciful sense more practical than the individual. If every phenomenon were an exact repetition of some preceding phenomenon, knowledge of the individual would suffice and man would be an unthinking machine; but every-day experiences teach that no phenomenon is a fac-simile of another; there are always *variables* which give to every problem of life, every phase of existence its distinctive interest. The particular gets its significance from the universal; hence in a most utilitarian sense, that should be regarded practical which enlarges the content of thought, or the concept.

The real dignity of labor depends essentially on the fact that all labor is an indirect expression of a universal truth. He whose circle of thought is restricted to the individual process before him is the most veritable machine, devoid of personality and independent action, a slave to caprice.

The narrow concept of the practical is the parent of communism and anarchy, a blind following of the blind.

He errs greatly who argues that the philosophy of iron-welding is quite distinct from and foreign to the art of welding-iron; that laboratory training and lecture-room drill are independent of the trade-school or foreign to it.

Philosophy ploughs the field, reaps the grain, grinds the wheat, bakes the bread. It is only a partial and very blind idea which holds that the improvements in all of the arts are due to the investigations of that study and the laboratory. The improved food stuffs of to-day, the very pith and core of the bread-and-butter problem are the immediate offspring of chemical philosophy. Remove from the utilitarian all for which it is indebted to philosophy and the race reverts at once to the conditions of the palæolithic age.

The pumping into the water mains of this city last spring, water unquestionably sewage laden, and according to the acting bacteriologist, water thoroughly infected with the germs of typhoid fever, is what a practitioner would call a "splendid example" of practical superintendence as distinguished from intelligent supervision.

The short duration of the epidemic and the low rate of mortality to the citizens of Buffalo were due to the vigorous action of an intelligent health board whose conduct was guided by the results of laboratory research — rather than by utilitarianism; for sanitation, than which

nothing can be more practical, is pre-eminently a "co-operative product," a unit resultant of the contributions of nearly every branch of biological research.

What then can be more practical than those studies which enlarge that circle of thought and give content to concept. Narrow utilitarianism is the letter that killeth, we look for the spirit to make alive.

There is great danger that we forget that school life or learning is a spiritual process and not a material one.

It is a spiritual being that directs and controls a physical structure. The body is not trained alone. What is done for a boy or girl in the common schools is done for the soul, the self, and not for the body alone.

Whenever we discuss utilitarianism in contrast with culture we consider animal happiness as contra-distinguished from spiritual worthiness.

Each generation, each nation, each community, each individual puts into its educational theory that which is dominant in its own life. The teacher builds himself into his educational theory and practice. Give me the moving genius of Buffalo, its *esprit de corps*, and I will tell what are its educational demands.

When a lad is asked what he intends to make of himself the answer is expected to tell the trade or profession, whereas it should be manliness, or as Rousseau says, "My pupil will not on leaving my hands be a magistrate, a soldier or a priest; first of all he will be a man."

I plead that in looking for the practical in our elementary education we forget not that education has a spiritual good as well as a physical good.

There are not two antagonistic goods to be realized, but there is a less and a greater good:

The former may be realized in the latter, but never the converse. Bookkeeping is not the first essential of a clerk, soldering is not the fundamental qualification in a plumber, how to mortise and tenon are not the surest criteria of a good carpenter.

The fatal weakness in practical education lies right here, the immediate outfit is confused with that equipment of mind and heart that enables a man to adjust self to the realities of life, to give just values to the content of concepts and ideas, to weigh evidence; in a word to be men.

Granted that all school work has its mechanical phase, this is not its essential phase. Granted that all life has its mechanical side, this is not the vital one. It is a gross error to argue that the practical end of school life is served by the manipulation of machinery, by the mastery of formal processes, instead of training the spiritual self.

That is practical which brings out the best of one's self ; that which will conduce most to self-productiveness, self-happiness, self-usefulness. The problem is qualitative rather than quantitative.

What can be more practical than to establish a feeling of unity with the abiding life which is back of all variable and vanishing phenomenon. Education seeks systematically to bring the self into conscious unity with the abiding, to fit the self for citizenship in the "City not made with hands."

But I have already trespassed upon your time. I will, therefore, briefly summarize my conclusions as to the limitations of the practical taken in the broader sense.

The limitations are fixed by three conditions, any one of which may be determinative :

1. The condition of the pupil. This is most difficult to diagnose and is the chief source of errors, blunders and confusion in educational theory and practice. The problem is "To find the precise form and content of the pupil's knowledge."

2. The limitation of time. It is well established that the reaction time of the student, which is largely determined by his "psychic constant," has much to do with the procedure of teacher and pupil.

Subject-matter can not be given more rapidly than it can be assimilated.

3. The third limitation is one of less importance and is more easily removed, namely the appliances for teaching, which is purely a question of dollars and cents. The intelligence and liberality of the school board determine the limitation.

T. B. STOWELL.

POTSDAM, N. Y., *October 18, 1894.*

Superintendent Godwin.— I agree with all that Dr. Stowell has said upon the subject. I agree with him with regard to the means, the financial means. In New York the change from the regular course to the manual training course is not dependent upon the value of the new course, but is dependent almost entirely upon the question of finance. To accomplish this thing there is a necessity for room and equipment, and in our community we are limited more particularly by the limit of room.

Dr. Albert S. Bickmore, of the American Museum of Natural History in Central Park, New York city, was then called upon to describe to the Council the visual instruction carried on by him at the Museum for the benefit of the public school teachers of the city of New York, also that carried on by the Museum, under the auspices of the State Department of Public Instruction, for the benefit of teachers through-

out the State, in connection with the State normal schools and the county teachers' institutes. Dr. Bickmore gave a resumé of that entire work from its inception in New York city, for the assistance of a small portion of teachers, and traced its growth and success therein. He then detailed the work carried on under the Department of Public Instruction in behalf of the teachers in towns and villages of the State and the students in State normal schools, using a large map of the State, on which were indicated, by means of colored seals, the places where the illustrated lectures have been given.

Two years ago the Council had passed a resolution favoring an appropriation by the Legislature for undertaking this work, which was secured.

Dr. Bickmore spoke rapidly and no accurate synopsis of his description of the work, its purposes and reception, was taken. The following summary, however, gives in a statistical form much specific information:

During the year 1893-4 were given lectures as follows, the figures showing the number of persons attending them: Twenty lectures at the Museum, to teachers, 18,000; four "free lectures to the people" at Museum on holidays, 4,000; a general lecture on the World's Fair, selected from Professor Bickmore's illustrations, and delivered at 110 teachers' institutes, by five institute conductors (official estimate), 10,000; a course of eight lectures given by Professor Bickmore to the members of the Museum, under the auspices of the board of trustees, 6,000; four lectures selected from Professor Bickmore's course on the World's Fair, and repeated at 12 different places in New York city, under the auspices of the board of education, (official estimate) 25,000; total, 103,000.

In addition to the above, four new lectures, with their illustrations complete, are supplied every year to each State normal school, and these are repeated regularly by the science teacher to his pupils, and occasionally to large conventions assembled for the promotion of public education.

By the above provisions practically all of the teaching force of the public schools of the State have the benefit of this instruction, except the public school teachers of cities and villages employing superintendents of schools. A desire has been expressed that the teachers and the high schools, supervised by the members of the Council, may have some share in this opportunity.

Superintendent C. E. Gorton, of Yonkers, said. — I believe in this kind of work.

Some of our teachers have been attending these lectures, from the beginning. Professor Bickmore spoke to me, and I said I was in favor of this kind of work. This may be brought into the public schools in connection with the geography and history. I have been to Professor Bickmore's lectures on the World's Fair. Many of our children saw many of the pictures and got an idea of things there which, otherwise, they would never have obtained. I am heartily in favor of taking such steps, if they can be taken, as will help to put this work out through the State. I know it would be of very great advantage. I would like, first of all, a set of views that would enable me to put before my children views of New York. The obstacles in the way of making it a success are not very great, as I have been through them. All that has been needed is a magic lantern. I am heartily in favor of it and shall rejoice when it comes in such shape that we can give it to the children of the State of New York.

Dr. Stowell. — For 21 years I have had charge of such work. Before Dr. Bickmore had begun this work I was using these views; I had to make my own. I know that it is absolutely possible and practicable to do this work. These views can be so arranged that they are not simply pretty pictures.

Superintendent Gorton. — Dr. Bickmore's ideas are such that views can be put into all the schools. His idea is that if the city of New York has a complete set of views, Utica and other cities shall have the same set.

It was estimated by Dr. Bickmore and others that an appropriation by the State, of \$20,000 would be needed to properly introduce this work throughout the State; and Dr. Bickmore expressed a willingness, to personally superintend the expenditure of that amount, for the above purpose, without any compensation whatever.

Superintendent Blodgett recommended that the committee on legislation be authorized to ask for a State appropriation of \$20,000.

Superintendent Blodgett, upon request, submitted his recommendation in the form of a resolution as follows:

Resolved, That the securing of legislation looking to an appropriation from the State, for the purpose of giving to our schools the benefits of the line of work presented by Dr. Bickmore, be referred to the committee on legislation, with instructions to use every effort in their power to bring about this desired result.

The resolution was seconded by Superintendent Caswell, and was unanimously adopted.

Superintendent C. I. Gorton suggested that each superintendent personally see the assemblyman and senator of his district and ask their support of the measure.

Superintendent Cole, chairman of the committee, assured the Council that the committee will do all it can in the matter.

President Whitney announced that on account of the successful passage of the new Compulsory Education Law, which will become operative on January 1, 1895, he had assumed the privilege of appointing a special committee to consider various features of great importance in the administration of the law, and to report thereon, for consideration and discussion at this meeting; the committee consisting of Superintendent Wm. H. Maxwell, Brooklyn, chairman; Superintendent's C. E. Gorton, Yonkers; James Godwin, New York; Henry P. Emerson, Buffalo; and Chas. W. Cole, Albany.

The Council unanimously ratified the action of the president, in so doing.

The president stated that the committee would make reports under the following heads: Character of truant schools, Superintendent Cole; A model set of by-laws for boards of education, and qualifications of truant officers, by Superintendent Godwin; The enforcement of the law in smaller cities and villages, by Superintendent Gorton; Ungraded schools and classes, by Superintendent Emerson; A model set of blanks for the use of board and superintendents, by Superintendent Maxwell.

The report of Superintendent Cole, on the character of truant schools, was informal, but substantially as follows: — There is no limit to the possibilities of what can be done for those who are willing to attend school; but what is to be done in the cases of those who are called truants?

Truant schools are the remedy, but until these can be established, we must resort to what are called "ungraded schools." In considering what the truant school should be, we have the advantage of many localities and cities. I shall not go into any detailed statement, but there are certain things upon which all will agree; and one vital point is the treatment of the truants. It must be looked at in a different light from the treatment of the criminal. This line must be drawn. They are not to be treated as having committed a certain crime. I can present this subject in no better way than by giving you, in his own words, the ideas of one who is familiar with the matter.

It would not do, at the start, in carrying out an important law like this, to allow a neighborhood or a community to become opposed to the

movement by assuring them that the first thing they have to do must be to establish an expensive school. The provisions of the law are very wise in this matter. It is not possible to do this thing in a hurry.

We must get this whole system under way throughout the State. Then the final question can be brought up and carried on successfully.

In Boston, they became convinced that sending truants to prison was vicious. They made an attempt to secure authority from the city to get a school of this kind. They failed and went to the Legislature. It is only this fall that the school is open. It can not be done in a hurry, and should not be done in a hurry. These things should be done with great caution. It must leave no doubt of the result.

Superintendent Cole, then read the summary of the article or report of Superintendent Seaver, of Boston, published in the *Educational Review* of May, 1894, on the care of truants and incorrigibles; and at its conclusion said: I don't think I can add any thing to that. In the meantime we shall have to proceed with the greatest caution possible, and only push the process of the law in extreme cases. In this connection is—what is to be done with the comparatively great number who are willing to go to school, but are unfitted to enter into the grades? A good idea is to take a few rooms in different localities in the city and make them ungraded rooms.

The Care of Truants and Incorrigibles.

By Supt. EDWIN P. SEAVER, of Boston, Mass.

(Extract from article in *Educational Review*, May, 1894.)

"In conclusion shall be given, briefly stated, the points that were considered essential in the organization and management of the proposed parental school in Boston. They are all implied in the idea suggested by its name. In a legal sense the school is to stand *in loco parentis* to the boy up to the age of 14, and give to him, as far as possible, under the circumstances, a good home.

1. The boys should be grouped in families of moderate size, age and moral condition being considered in the grouping.

2. These families should dwell in separate cottages designed to accommodate 25 or at most 30 boys each.

3. The family life in these cottages should be, in all its incidents, as complete and homelike as possible. Meals should be taken in the cottage dining-rooms, not in one large dining-room, even if that be the more economical plan. The civilizing process, which most of the boys greatly need, can not go on in the large hall, but it can go on in the small cottage dining-room.

4. Each cottage should be under the charge of a house-master and house-matron — preferably a man and his wife — who should be to the boys as father and mother. A third adult, as a teacher or other officer of the school, should be lodged in each cottage and assigned some of the domestic cares. In emergencies the help of this third adult might be invaluable.

5. All housework should be done by the boys under competent direction.

6. There should be school instruction three hours a day.

7. There should be moral and religious instruction on Sunday — a general service in one part of the day, morning or afternoon, and in the other part such separate denominational instruction as might be desirable. In a sense moral instruction would be going on all the time, the whole discipline of the school being, in fact, directed to that end; but the Sunday instruction in morality would be of the kind usually associated with religious instruction. It would be the theory, of which week-day experiences would furnish the practical illustrations.

8. There should be some good manual training; although in view of the rather short periods of detention, and of the insufficient age and strength of many of the boys, such training would not be expected to reach very far into the learning of trades. What has become known by the name of Sloyd is probably the best form of manual training for such boys as would come into the parental school. Many a boy is a truant from sheer inability to grasp book studies. On the minds of such boys manual training often takes a strong hold.

If there be land fit for the purpose, instruction in gardening should be given. This does not mean that boys should be kept at work hoeing beans, weeding onions, picking berries, or digging potatoes, merely to realize an income for the school. Such things there are to do, of course, but they are to be taught at the same time the principles and the art of gardening as if they were to become practical gardeners. It has been found difficult and well nigh useless to interest city boys in country life and farming. Nearly always, after their release from reformatories or industrial schools, back they come to the city. Therefore gardening is the utmost that it is thought wise to attempt in this direction in the Boston Parental School. And the 30 acres of land this school is to occupy will afford good opportunities for horticultural instruction.

10. Domestic service and instruction in other forms of labor should fill four hours a day.

11. The study of lessons, the reading of books, the play, the meals, and all other employments of the day which admit of it should be incidents of the family life in the cottages. Segregation, not congregation, should be the ruling principle in all arrangements for instruction and employment.

12. The buildings considered necessary are these: 1. A central building for the offices, superintendent's apartments, kitchen, laundry, bakery, and storerooms. 2. A schoolhouse and chapel, the classrooms being on the first floor, and the chapel, large enough to hold the entire school, on the second floor. 3. Cottages, neat and substantial, but not too costly, three or four to begin with, supposing the number of boys not likely to exceed a hundred for the first two or three years.

13. The grounds should be inclosed with a fence or a wall of no more than the ordinary height. No provision against escape is desirable.

14. That the chiefly important thing in the whole business is to secure the appointment of a superintendent well qualified for the very peculiar and exacting duties of the position hardly needs to be said. And yet the greatest danger of failure lies just at this point. Qualified men can be found; but appointing boards are not always qualified to find them, or appreciate them when found.

15. But the greatest evil of all, and one to be guarded against at all points with the utmost care, is the abuse of the pardoning power. Somewhere, of course, must be lodged the power of releasing the boy from further detention, either conditionally or absolutely. The danger that this power may be placed where it will be wrongly used can not but be obvious to all who are familiar with the character and workings of municipal governments in this country. The principle should be this: Release from the school always to be earned by good conduct, industry, and learning on the part of the boy while in the school, never by influence acting from outside. The importance of this principle can hardly be overestimated; and yet to secure a wise and steady course of action in accordance with it may become, under unfavorable conditions, an impossibility.

16. What is known in penology as the indeterminate sentence should be applied to all reformatories and truant schools, provided this can be done under conditions that will secure the right working of that principle. The indeterminate sentence is a sentence which the convict may make as short as he chooses by reforming himself and providing that he has reformed himself by pursuing a steady course of right conduct for a sufficient length of time; in other words, by repenting and bringing forth fruits for repentance.

This principle would work admirably in a truant school provided always it were rightly applied and not interfered with by irrelevant outside influences. Let the truant be brought into court at the earliest stage of the truancy habit. Let it not be a criminal court; but, if possible, the probate court, or some court not ordinarily exercising criminal jurisdiction. Let the decree of this court place the truant school *in loco parentis* over the truant until he reaches the upper limit of age for compulsory school attendance—say 14 years. Such a boy might be ten, nine, or even eight years old at commitment; but the period of detention would depend on the boy, and might be shortened to a few months by industry and good conduct on the boy's part. His first release should usually be conditional; so that the truant school could resume personal custody of him at any time if he failed to deserve his license. The chiefly important condition of his license would of course be regular attendance at some designated day school. A weekly report of his attendance should be sent to his guardians at the truant school. The condition of the boy's home and the disposition of his parents as to taking proper care of him are also important circumstances to take into consideration.

Absolute release from the truant school would come in two ways: first, by the boy's having deserved it through good conduct while in the truant school and while out on license; and secondly by his reaching the age of 14 years. The release coming in this latter way by limitation might or might not be deserved. If not, the boy would probably soon behave in a way to deserve commitment to a reformatory for older boys on a complaint before a criminal court. Still it would be true that the truant school had done all that was possible to be done for him. The younger the boy when first brought under discipline for truancy the greater the chances of a complete cure before the age of 14. The great and crying evil throughout the country to-day is that, for want of proper means for dealing with truancy in its earlier stages, it is neglected and allowed to ripen into juvenile criminality, and later into adult criminality. *Obsta principiis!*"

Superintendent J. I. Gorton.—We are confronted with the difficulty on the 1st of January. We must dispose of truants, and have no provisions for doing so. There are some of us who are desirous of applying the law as much and as soon as practicable. If we are unable to get our pupils to school by fear of what will happen, I would like to know what can be done during the four or five years which it will take to get this reform instituted.

Superintendent Cole.—As little prosecution should be resorted to as possible, but it should be done when there is an extreme necessity. When

an officer finds a truant case, everything must be done by persuasion and manly influence. When it comes to the worst, then let it go to the court. The court is authorized to dispose of these cases. When the law has become thoroughly understood the truant school question will be comparatively easy. The Department will do all it can for the community.

Superintendent Sawyer, Lansingburgh.—Occasionally we find a boy who is doing more harm than the good he gets. We find it unwise to allow him in school. It seems to me that, if these persons shall be treated as truants are, the matter spoken of will be largely increased.

Superintendent Cole.—Those boys should be treated just as truants. When a boy knows that if he does not behave in school he will find out that suspension is not a holiday, but that he will have to go to a certain place and stay there and be held down more than before, he will look at the matter from a different point of a view.

Superintendent Snow, Auburn.—I think there is a provision in the law by which boys who do not behave can be sent to reformatory schools. That probably would be sufficient to dispose of a good many incorrigibles. There was an act passed in 1854 which provided that every city and village should provide a place for truants. It seems to me that the difficulty in executing this law is to find a place where to send these children. A city the size of Auburn would find it very expensive to carry on a school of this kind. It might be better to have the State districted and have a school in various settled localities to which these boys could be sent from surrounding cities. If half a dozen cities could be assigned to a district, it seems to me it would be the most practicable.

Superintendent Cole.—That is the idea and will be the outcome.

Superintendent Norris, Canandaigua.—There is a difficulty in the way that has made trouble. The law forbids sending a child under 12 years of age to one of these reformatories.

Superintendent Cole.—You might have ungraded rooms.

Superintendent Young, New Rochelle.—The gentlemen are speaking of the extreme possible cases. The value of the law will lie in the help it will give to superintendents. The caution of Superintendent Cole is commendable and should be heeded. We should act with carefulness and consideration.

Superintendent R. R. Rogers, Jamestown.—The enactment and provision of this law, that a truant school may be maintained, does not take out of the hands of the board of education the power it now possesses. Such schools as Superintendent Cole speaks of are needed in every large

town. I have found that not only can pupils be forced out of school, but can be made bad boys by being kept under the same teacher. Boys should be changed about, if necessary, as they sometimes may be made good by getting another teacher. The boys that make the most trouble in school are not the truants, but others. The greatest help in this line lies in the school Mr. Cole suggests. The first place to apply this law is not to the boys, but to the parents. There are some boys that you can pick up and that you can handle easily if you can catch them. To do this successfully you must have a hold on the parents. There has been one point urged in this discussion with which, in one important sense, I can not agree. To my mind there is far more reason to fear that this law will fail in efficiency because of *lax* enforcement than of *rash* enforcement at the start. There is certainly need of the exercise of judgment and discretion, and careful consideration of circumstances that may be involved; but I fear that unless we also act with courageous decision and make the law effective from the start, there is more danger of its becoming a dead letter than of harm from its proper enforcement.

Superintendent James Godwin of New York then presented the committee's report on a

**SUGGESTED FORM OF BY-LAWS IN RELATION TO COMPULSORY
EDUCATION.**

ARTICLE

Compulsory Education.

The board of education of the city of.....do hereby, pursuant to the provisions of the act of the Legislature of the State of New York, passed May 12, 1894, entitled "An act to provide for the compulsory education of children," make the provisions, arrangements, rules and regulations concerning truancy from instruction in the city of....., which are contained in the following six sections, viz.:

1. It shall be the duty of the principal of every school, when he shall have reason to believe that the absence of a pupil from school is due to truancy, to notify the parents or guardians of said pupil by mail or otherwise, if such pupil is between the ages of 8 and 16 years; and if, after a second notification, he is not returned to school by his parents or guardians, or satisfactory explanation of his absence is not made, said principal shall report the case to the attendance officer for the dis-

trict in which the school is situated. Said attendance officer shall use all lawful means to secure the return of said pupil to a punctual attendance upon school. Should such pupil prove incorrigible, he shall be dealt with in the manner prescribed by law for truants.

2. It shall be the duty of the principal of every school to keep a record in a register especially provided for that purpose, of all children between the ages of 8 and 16 years, who have been reported to the attendance officer hereinafter mentioned for a violation of said act of May 12, 1894, together with an accurate record of the disposition made of each case by said attendance officer, when reported by them to said principal.

It shall be the duty of said principal, when an attendance officer shall bring to a school any child, between the ages of 8 and 16 years, not registered as a pupil of said school, to enter his or her name upon said special register, and to note upon said register any facts relating to said child that may have been communicated to said principal by said attendance officer.

3. The principal of every school shall transmit to the superintendent of schools, at the close of each week, a list of the children, if any, between the ages of 8 and 16 years, that such principal shall have reason to believe have left the school for the purpose of engaging in any employment. Said principal shall state the home address of every child so reported, and shall state whether or not the child has received a certificate of attendance in accordance with the law.

4. It shall be the special duty of the attendance officers for the several attendance districts into which the city of..... shall have been divided to procure the required attendance of the children within their respective districts, and elsewhere in the city, between the ages of 8 and 16 years, at some public or private school or upon other instruction as legally prescribed, and to carry out and enforce said law of May 12, 1894, and to do so by means of argument and persuasion, and by means other than force, if the same can be done; that each of said attendance officers shall devote his whole time to said duties, and shall have such annual salary as shall from time to time be determined by the board of education; and it shall also be the duty of such attendance officers as may be designated for that purpose by the superintendent of schools, to make, at such times as may be deemed necessary, an examination into the employment of children between the ages of 8 and 14 years in any of the districts to which they may be assigned, and to report all violations of said law of May 12, 1894, to the said superintendent of schools.

5. The superintendent of schools and the attendance officers shall, during the school year, meet once each week, or oftener, if the superintendent shall deem it needful, and transact such business in relation to their affairs as may be necessary at such meeting; and said attendance officers shall, each at such meetings, and from time to time, report to said superintendent all matters and things done by him, or which ought to be done, or which may come to his knowledge, or otherwise relating to carrying out and enforcing the provisions of said act of May 12, 1894, and said reports shall be kept by said superintendent for the use of the board of education, and be transmitted to it or its clerk whenever required; and it shall be the duty of said superintendent to report to the board of education, at its first meeting in each month, the doings of himself and of said attendance officers during the preceding calendar month, and all matters which relate to the enforcement of said law; and said attendance officers shall hold office during the pleasure of the board of education.

6. The committee on attendance is hereby authorized and empowered to cause all the necessary books, blanks, etc., to be prepared for the use of the superintendent of schools and the attendance officers, the bills for the same to be paid upon the approval of said committee. This committee shall consist of members, and shall have charge of all matters coming under the requirements of the law to provide for the compulsory education of children.

ALSO QUALIFICATIONS FOR ATTENDANCE OFFICERS.

Minimum requirements, as recommended by the Council of City and Village Superintendents of Schools.

AGE.—The attendance officer, at the time of his appointment, should be not less than 35 nor more than 50 years of age.

PHYSIQUE.—As a prerequisite for appointment, there should be filed a certificate of a physician, selected by the board of education, stating that the applicant is in good bodily health, is sufficiently active to perform efficiently the duties required of an attendance officer, and is possessed of good sight and hearing.

EDUCATION.—Each applicant should be examined by the superintendent of schools in the following particulars: 1. Writing a letter. 2. Writing a report. 3. Ability to read handwriting. The letter and the report should be filed, together with the result of the examination as attested by the superintendent of schools.

The committee, in offering these by-laws, distinctly disclaim any intention to attempt to legislate for boards of education. These are simply suggestive, to be considered by boards of education and acted upon as appears to them best. They are simply suggestions.

Upon motion the report was received and ordered printed for immediate distribution to the members of the Council.

They were so printed, and were distributed to members at the evening session of the same day.

Further action upon the report was asked on Friday morning, and upon motion it was approved by the Council.

ENFORCEMENT OF THE LAW IN SMALLER CITIES AND VILLAGES.

Superintendent Charles E. Gorton, of Yonkers, made report as follows:

The preceding discussions have, in good measure, included what needs to be said under this particular head. A great deal will depend, in the successful application of this law, on the efficiency of the attendance officer. He must be a man of good judgment and common sense. In a good attendance officer, eyesight and speed will not count for as much as good common sense. When he visits the homes of the children he must be sensible.

He meets many people, and he will hear some or many criticisms of the conduct of the schools. Besides, in the discharge of his duties, delicate questions will arise, and the first and highest requirement is sound common sense, with reasonable educational qualifications.

There are two classes of objections that this law will meet. When Robert Fulton was building his first steamboat there were many who could prove that it would not run. In carrying out this law we shall meet with objections from people who find slight defects in the law itself. These will, in time, be overcome and it will be a success.

One point has not been brought out at all this morning: We must depend, for the execution of this law, for the places of detention of the truants, upon the boards of education. The boards will carry this out as fast as they understand how to do it. So far as they find a necessity for this law they are going to take hold of it. Boards of education will bring practical business judgment to bear in establishing proper truant schools and in executing the law. They are the best men of their communities and may be trusted to do their duty. But they are men busy with other affairs and must look to the superintendents to prepare fitting measures.

There will be three different classes of children to deal with:

I. Boys who have attended school and are truants. II. Boys who do not attend school and are employed in avocations where the Factory Law does not reach them. III. Children that have never attended school, but are simply staying at home.

A complete census of the city or village is *necessary* to the proper enforcement of the Compulsory Education Law. Such census should include names of parents and child, child's age, residence, place of attending school, etc. It will be necessary to keep a list of the children showing whether they are in school, at work, or staying at home.

A complete census is necessary; it may be made complete without being expensive. The proper authorities will thus have knowledge of every child, and be able to reach those who would not otherwise attend school at all, whether they be employed at home or elsewhere.

You are going to bring to your assistance the aid of the court. The attendance officer ought not to take delinquents into court for the first or even the second offense; and when a child is brought before a court he should not be sentenced to a truant school on the first conviction. Sentence should rather be suspended and the child returned to school, with the warning to his parents that he is liable to sentence if he repeats the offense. One court should be designated to try all cases, and there should be a thorough understanding between the justice and the school authorities, to prevent undue severity, as most truants can be reclaimed without enforcing the law to its full extremity.

Superintendents should talk the law over carefully with the attendance officer, and he should work in full sympathy with the school. He should not think that if truancy is proved, he must of necessity send the child to a truant school. He should have a place where he can lock the truant up for a few hours. Then talk the matter over with the truant and let him go back to school and notify the parent. Truancy is not always the child's fault. The parent is often the real delinquent. When such instances are discovered and while the case is under consideration, I should summon the parents before me and give them a good sound talking to, and sometimes suspend the child.

Superintendent Maxwell.—No boy should be brought before the judge and no boy should be consigned to the truant school without the direct intervention of the superintendent of schools. This should not be left to the truant officer. I find that three classes of people are sometimes anxious to have a boy sent to the truant school. One class is the teacher and the principal who want to get rid of the boy. A boy should not be sent away too quickly. The officer is too ready to

send the boy to the truant school. Sometimes the parents are too anxious to have the boy sent to the truant school. This may work more harm than good, therefore we should be very careful about sending the child away too hastily.

The question was raised as to whether the duties of attendance officer could not be performed by members of the regular police force in large cities. The expression of superintendents of experience in the enforcement of school attendance in cities was to the effect that while the aid of the police force should be sought in the direction of observation and information with respect to nonattendants and truants, that they could not and should not be called upon or expected to perform the duties of an attendance officer. Their general duties are different from — in large measure foreign to — the spirit of the Compulsory Attendance Law. They deal with criminals and violators of public security and peace; and truants and nonattendants at school are not to be treated openly as criminals. They are not under the direction of the school authorities, and can not give the proper and necessary attention to special cases that the letter and spirit of this law require.

Superintendent Maxwell presented the following, which was unanimously adopted:

Resolved, That it is the sense of this Council that all cities and villages employing superintendents of education should, for the enforcement of the Truancy Act, appoint an officer whose sole duty shall be that of truant officer; order a census of children of school age; prepare a permanent birth-record; and designate one court for the trial of truants.

On motion of Superintendent Maxwell the following was also adopted:

Resolved, That the qualifications of truant officers, as expressed in Superintendent Godwin's report, be adopted as by the State Council, as expression of its views with regard to the minimum of qualifications that should be required by boards of education.

Superintendent Maxwell, as chairman of this special committee, before presenting a set of blank forms for use by superintendents and school authorities in the comprehensive administration of the law, gave personal expression to the credit due Superintendent Cole, chairman of the committee on legislation, in the successful enactment of the law.

Supintendent Maxwell had caused to be prepared and printed a complete set of forms; specimens were distributed and inspected, while

he explained and commented upon their purpose and use. They were as follows :

FORM 1.

REQUEST OF PARENT OR GUARDIAN TO COMMIT.

BROOKLYN, N. Y., 189

To WM. H. MAXWELL, *Superintendent of Public Instruction, Board of Education :*

SIR.— This is to certify that I am the of
..... and reside at No.
..... that said
..... is a child between the ages of 8 and
16 years, viz., of the age of years; that he has sufficient bodily
health and mental capacity to render his attendance and instruction at
school expedient and practicable ; that I am unable to induce said child
to attend school, and am not now able to cause said child to be
instructed regularly at home by 'a person properly qualified to instruct
said child in spelling, reading, writing, English grammar, geography
and arithmetic ; that said child is a persistent truant; that I respectfully
request that said child may be sent to the truant school or some
suitable place for instruction, discipline and confinement; that I
believe such a measure necessary for the reformation and welfare of
said child.

Respectfully,

.....

FORM 2.

PARENT'S NOTICE OF INABILITY TO CAUSE CHILD TO ATTEND SCHOOL.

BROOKLYN, N. Y., 189

To WM. H. MAXWELL, *Superintendent of Public Instruction, Board of Education :*

SIR.— This is to certify that I am the of
..... and reside at No.
..... that said
..... years; is a child between the ages of 8 and
16 years, viz , of the age of that I am unable to cause such
child to attend upon instruction as required by law (chapter 671, Laws
1894), for the following reasons, to-wit :

.....
.....

DEPARTMENT OF PUBLIC INSTRUCTION.

FORM 3.

NOTICE TO PARENT OR GUARDIAN.

BOARD OF EDUCATION,
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
131 LIVINGSTON STREET.
BROOKLYN, N. Y., , 189

.....
You are hereby notified that your child
aged years, does not attend school as required by statute
(Chapter 671 of the Laws of 1894).

Yours, etc.

.....
Superintendent of Public Instruction.

EXTRACT FROM THE LAW.

§ 4. *Duties of persons in parental relation to children.*— Every person in parental relation to a child between eight and sixteen years of age in proper physical and mental condition to attend school, shall cause such child to so attend upon instruction or shall give notice to the school authorities of his city or district of his inability so to do. A violation of this section shall be a misdemeanor, punishable for the first offense by a fine not exceeding five dollars, and for each subsequent offense by a fine not exceeding fifty dollars or by imprisonment not exceeding thirty days, or by both such fine and imprisonment. Courts of special sessions shall, subject to removal as provided in sections fifty-seven and fifty-eight of the Code of Criminal Procedure, have exclusive jurisdiction, in the first instance, to hear, try and determine charges of violations of this section, within their respective jurisdiction.

FORM 4.

EMPLOYMENT CERTIFICATE.

Not Legal unless Countersigned by
.....
Superintendent of Public Instruction.

..... SCHOOL No.

BROOKLYN, , 189

I hereby certify that has
attended this school for the period of consecutive days,
during the present school year from
to

.....
Principal.

This certificate will expire , 189

On the reverse is printed section 3 of the law :

§ 3. *Required attendance upon instruction.* — Every child between eight and sixteen years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least the common school branches of reading, spelling, writing, arithmetic, English grammar and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at a school, as follows : Every such child between fourteen and sixteen years of age, not regularly and lawfully engaged in any useful employment or service, and every such child between eight and twelve years of age, shall so attend upon instruction as many days annually, during the period between the first days of October and the following June, as the public schools of the district or city in which such child resides, shall be in session during the same period. Every child between twelve and fourteen years of age in proper physical and mental condition to attend school, shall attend upon instruction during such period, at least eighty secular days of actual attendance, which shall be consecutive except for holidays, vacations and detentions by sickness, which holidays, vacations and detentions shall not be counted as a part of such eighty days, and such child shall, in addition to the said eighty days, attend upon instruction when not regularly and lawfully engaged in useful employment or service. If any such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to the instruction given to children of like age at public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day thereof, as are required of children of like age at public schools; and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required, than is allowed in such public school to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practice of such public school.

FORM 5.

MONTHLY REPORT.

BROOKLYN,, 189 .

.....

SIR.— The following is a report of the attendance officers' work for the month of, 189 .

Total number of visits made	
Total number of cases investigated.....	
Total number of cases reinvestigated..	
Children kept at home by parents (temporary necessity).	
Children kept at home by parents (neglect).....	
Children kept at home by sickness.....	
Children kept at home by poverty.....	
Children taught at home.....	
Children mentally or physically disqualified.....	
Children transferred from one school to another.....	
Children under 8 or over 16 years of age.....	
Children withdrawn from school.....	<div style="display: flex; align-items: center;"> <div style="font-size: 3em; margin-right: 10px;">{</div> <div> Left the city.. At work..... </div> </div>
Children whose residence could not be found.....	
Children found to be truants and returned to school....	
Children found to be truants and committed to institutions.....	
Children found to be truants and committed to truant school by parents through officer	
Children found to be truants and committed to truant school on complaint of officer	
Children found to be nonattendants and placed in school.....	
Children found to be nonattendants and committed to truant school by parents through officer.....	
Children found to be nonattendants and committed to truant school on complaint of officer.....	
Children found employed in compliance with Compulsory Act.....	
Children found employed contrary to Compulsory Act and placed in school.....	
Total.....	

Respectfully submitted,

.....

Superintendent of Public Instruction.

FORM 6.

WEEKLY REPORT OF ATTENDANCE OFFICER.

BROOKLYN, N. Y.,....., 189 .

To the Superintendent of Public Instruction :

I hereby certify that the following is a correct statement of my
work for the week ending

.....

Attendance Officer.

	Schools visited.	Number of visits made.	Number of children found illegally employed.	Number of such returned to school.	Number of truants returned to school.	Number of non-atendants placed in school.	Number of truants placed in institutions.	Number of truants placed in truant school.
Saturday,								
Monday.								
Tuesday.								
Wednesday,								
Thursday,								
Friday,								
Total,								

FORM 7.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
 BROOKLYN, N. Y., 189 . }

Statement showing the number of children reported by the department of police wandering in the streets during school hours of school days, and disposition made of same, as reported by the attendance officers, after investigation.

	Month of	Total last report.	Total to date.
Whole number reported by police to date.			
Number reported since last report.....			
" giving wrong address.....			
" over and under age.....			
" at work (legally).....			
" not attending school on account of poverty.....			
" not attending school on account of religious holiday.....			
" residing out of the city.....			
" attending schools closed on day reported.....			
" physically or mentally disqualified.....			
" detained from school on account of sickness in family.....			
" sick.....			
" residing in dwellings in which there was contagious disease.....			
" absentees from various causes, returned to school.....			
" truants returned to school.....			
" truants placed in institutions or truant schools.....			
" nonattendants placed in school.....			
" nonattendants placed in institutions or truant school.....			
Total			

FORM 8.

DAILY POLICE RETURN.

(This return to be made daily to the board of education.)

DEPARTMENT OF POLICE.

Report of Patrolman..... in the Precinct.

BROOKLYN, N. Y.,....., 189 .

The following children, apparently between the ages of 8 and 16 years, have been found wandering about the streets and public places in the city during school hours of the school day, having no lawful occupation or business and growing up in ignorance, and are reported as proper subjects for investigation by an attendance officer of the Board of Education:

CHILD'S NAME.	Age.	Parent's name.	Residence.

FORM 9.

NOTICE TO PROPRIETORS.

BOARD OF EDUCATION,
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
BROOKLYN, N. Y., , 189 . }

To the proprietor or proprietors of.....

.....

Your attention is respectfully called to the following extract from the act of the Legislature of the State of New York, entitled "An act to provide for the compulsory education of children," passed May 12, 1894.

Extract from the law.

§ 5. *Persons employing children unlawfully to be fined.*—It shall be unlawful for any person, firm or corporation to employ any child between the ages of eight and twelve years in any business or service whatever, during any part of the term during which the public schools of the district in which the child resides are in session; or to employ any child between twelve and fourteen years of age who does not, at

the time of such employment, present a certificate signed by the superintendent of schools of the city or district in which the child resides, or, where there is no superintendent, by such other officer as the school authorities may designate, certifying that such child has complied with the law relating to attendance at school during the school year between September and July, then current ; and any person who shall employ any child contrary to the provisions of this section shall, for each offense, forfeit and pay to the treasurer of the city or village or to the supervisor of the town in which such offense shall occur, a penalty of fifty dollars, the same, when paid, to be added to the public school moneys of the city, village or district in which the offense occurred.

Please record the names of all children between the ages of 8 and 14 years, employed in your establishment, on this paper, and deliver the same to the attendance officer.

.....,
Superintendent of Public Instruction.

NAME.	Age.	Residence.	Certificate. Yes or No.

FORM 10.

NOTIFYING EMPLOYER OF VIOLATION OF LAW.

BOARD OF EDUCATION,
 OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION, }
 131 LIVINGSTON STREET, BROOKLYN, N. Y., 189 . }

.....

You are hereby notified that you have in your employ, contrary to the statutes (Chapter 671 of the Laws of 1894) a child between the ages of 12 and 14 years, who has not attended school for 80 consecutive days during the present school year; and further, that you will, if you continue so to employ said subject yourself to a penalty of \$50 for such offense.

Yours, etc.,

.....,
Superintendent of Public Instruction.

§ 5. *Persons employing children unlawfully to be fined.*—It shall be unlawful for any person, firm or corporation to employ any child between the ages of eight and twelve years in any business or service whatever, during any part of the term during which the public schools of the district in which the child resides are in session; or to employ any child between twelve and fourteen years of age who does not, at the time of such employment, present a certificate signed by the superintendent of schools of the city or district in which the child resides, or, where there is no superintendent, by such other officer as the school authorities may designate, certifying that such child has complied with the law relating to attendance at school during the school year between September and July, then current; and any person who shall employ any child contrary to the provisions of this section shall, for each offense, forfeit and pay to the treasurer of the city or village or to the supervisor of the town in which such offense shall occur, a penalty of fifty dollars, the same, when paid, to be added to the public school moneys of the city, village or district in which the offense occurred.

NOTICE OF COMMITMENT.

..... ,
Superintendent of Public Instruction :

SIR.—I have this day caused to be committed to

Respectfully submitted,

..... Officer..... District.

Residence of child Age.....

Name of parent and guardian

Committed by Police Justice District

The following is a brief summary of my efforts to keep the child at school :

[illegible]

FORM 12.

COMMITMENT.

Police Justice District.

STATE OF NEW YORK, }
 CITY OF BROOKLYN, COUNTY OF KINGS, } ss.:

By, Esq., justice for preserving the peace in the city of Brooklyn and county of Kings; to the attendance officers, policemen of said city, or any of them, and to the

These are in the name of the People of the State of New York, to command you, the said attendance officer, policeman, or any one of you, to take and convey to the said

the body of, who being charged before me on the oath of, an attendance officer in said city, with being found wandering about the streets and public places of said city, in violation of the act of the Legislature of the State of New York, entitled "An act to provide for the compulsory education of children," passed May 12, 1894 (Chapter 671, Laws of 1894).

I caused the said to be brought before me for examination on said charge, and I proceeded to inquire into the matter, in his presence, and having heard the proofs and allegation submitted to me, and duly considered the said matter was convicted on competent testimony aforesaid, of being

And I having been satisfied by sufficient proof that the said is a child between the ages of 8 and 16 years, and is of the age of years, having sufficient bodily health and mental capacity to render attendance and instruction at some public or private school expedient and practicable, was adjudged by me to be a proper subject to be committed to the

Now, therefore, you, the said, are hereby commanded to receive the said who is hereby committed by me to your care in said there to be restrained and detained and sent to school for the period of unless otherwise ordered by the superintendent of public instruction of the said city of Brooklyn, or until shall be discharged according to law.

Given under my hand and seal at the District Police Justice Court, in said city of Brooklyn, the day of in the year of our Lord one thousand eight hundred and ninety

.....,
Police Justice.

FORM 13.

ATTENDANCE OFFICER'S AFFIDAVIT.

THE PEOPLE OF THE STATE OF NEW YORK
ON COMPLAINT OF

vs.

CITY OF BROOKLYN, COUNTY OF KINGS, ss.:

..... residing at
No....., in the city of Brooklyn, being duly sworn,
says: That he is one of the attendance officers, duly appointed under
the provisions of an act entitled "An act to provide for the compulsory
education of children," passed May 12, 1894 (Chapter 671, Laws of
1894).

That is a child between the ages of 8 and
16 years, viz., of the age of years; that said
is a child in proper physical and mental condition to attend school;
that such attendance at school deponent has been and is unable to pro-
cure by persuasion, argument or any means other than force, and who
said deponent has found wandering about the streets and public places
of said city during the school hours of the school day of the term of
the public schools of said city, located in the district in which said
..... resides. The said
is not regularly and lawfully engaged in any useful employment or
service, and as deponent verily believes that such child does not attend
upon instruction elsewhere than at a public school, and is growing up
in ignorance and is a proper subject to apprehend and dispose of in
accordance with and under the provisions of said act aforesaid.

Wherefore, said deponent prays that said
be apprehended and dealt with as the law may direct.

Sworn to before me, this day of }
....., 189 . }

FORM 14.

WARRANT.

.....DISTRICT.

STATE OF NEW YORK,
CITY OF BROOKLYN AND COUNTY OF KINGS, } ss.:

To any Constable or Policeman of the City of Brooklyn:

Whereas, complaint on oath has been made before the undersigned, one of the police justices in and for the said city, by
....., an attendance officer for the city of Brooklyn,
that....., a child of the
age of years, is.....
wandering about the streets and public places, and growing up in
ignorance and idleness, and who the said
..... has been unable to induce to attend school
.....

These are therefore, in the name of the People of the State of New York, to command you, the said constables and policemen, and each and every of you, to apprehend the body of the said defendant and forthwith bring before me or some other justice, for the city of Brooklyn and county of Kings, at the police court..... District, in the said city, to answer the said charge, and to be dealt with as the law directs.

Given under my hand and seal, this day of, 189 .

.....,
Police Justice.

FORM 15.

ATTENDANCE OFFICER'S AFFIDAVIT TO CAUSE ARREST OF PARENT OR GUARDIAN.

STATE OF NEW YORK,
CITY OF BROOKLYN, COUNTY OF KINGS. } ss.:

....., residing at
No., in the city of
Brooklyn, being duly sworn, deposes and says: That he is one of the
attendance officers, duly appointed under the provisions of an act
entitled "An act to provide for the compulsory education of chil-
dren," passed May 12, 1894 (Chapter 671, Laws of 1894).

That..... is a child between the
ages of 8 and 16 years, viz., of the age of years; that said
..... is a child in proper physical and mental

condition to attend school; that attendance at school deponent has been and is unable to procure; that the said is not regularly and lawfully engaged in any useful employment or service, and as deponent verily believes, such child does not attend upon instruction elsewhere than at a public school and is growing up in ignorance.

That....., residing at No....., in the said city of Brooklyn, is the of said child, and refuses or neglects to cause to attend upon instruction as required under the provisions of said act aforesaid.

Wherefore, said deponent prays that said..... be apprehended and dealt with as the law directs.

Sworn to before me, this.....day }
of.....189 . }

FORM 16.
RELEASE.

To the.....
.....

By virtue of the authority vested in me by chapter 671 of the Laws of 1894, you are hereby authorized and directed to release from your custody, who was committed to your charge on the day of, 189 , by Police Justice holding court in the.....District Police Court of the city of Brooklyn.

Witness my hand and the official seal of the board of education of the city of Brooklyn, this day of, 189 .

.....,
Superintendent of Public Instruction.

FORM 20.
GENERAL RECORD BOOK.
SAMPLE PAGE OF GENERAL RECORD BOOK, SHOWING HEADINGS AND RULING.

[illegible]

THURSDAY AFTERNOON SESSION.

The Council convened at 2:15 p. m., and Superintendent Emerson, of Buffalo, continued the presentation of reports by the special committee on the administration of the Compulsory Education Law, his topic being that of ungraded schools and classes.

Superintendent Emerson. — Last night we had brought out the difference between the management of schools in villages and those in the larger cities, showing that the smaller municipalities had many advantages, in that the superintendent can know all his teachers personally, and so be able to help them. Of course this is largely lacking in cities of considerable size. In cities like Buffalo we have the problem of from 40,000 to 50,000 children, and business must be done by wholesale. Among 40,000 children there are 1,000 different conditions, and yet we are forced to divide these pupils into eight or nine grades, and it is to be expected that there are a great number who will not fit into these nine pigeon-holes. In a community where most of the children are of native birth, we could manage with uniformity in this matter. But in this city we have largely German children, who, though they may be just as intelligent as the English children, may be under a disadvantage in not hearing English at home. We have a large Polish population. We have many Italians who come to school without any knowledge of the English language at all. Besides these facts, we have to face these additional facts: Some children are the victims of cruel parents. There are, therefore, pupils who can not be put into any particular grade. They may be too far advanced for one grade and not enough for another. Sometimes they are so old that they are ashamed to go where they belong. I want to show that there is a necessity for an ungraded school in every large city. The question that confronts us with these pupils is this: How can we do most for them? When a boy can not get any particular good in any particular grade, he can be better taken care of by a teacher who will treat him individually. A considerable part of the truancy arises from the fact that there are so many misfits. They are not interested in the work. The teacher has so many others to attend to that the boy is neglected. We tried the ungraded room in one school last year, a school that registers about 2,600 pupils. It has not been in operation long enough to show practical results, but I am satisfied that the principal considers that it has justified its establishment and brought forth good results. I have not considered the question of having a room of this kind as a carrying out of the require-

ments of the Compulsory Education Law. In a large school, of course, it can be done with less expense; in a smaller town it would be more burdensome.

The Council now proceeded to election of officers for the ensuing year, and choice of place for the next annual meeting.

Superintendent Godwin nominated, for president, Superintendent R. V. K. Montfort, of Newburgh. The nomination was seconded by Superintendent Cole.

On motion, the secretary cast the ballot of the Council for Superintendent Montfort, and he was declared unanimously elected.

For vice-president, Superintendent A. B. Blodgett, of Syracuse, was nominated by Superintendent Cole, and the nomination was seconded by Superintendent Godwin. On motion, the secretary cast the ballot of the Council for Superintendent Blodgett, and he was unanimously elected.

Superintendent Beardsley nominated Emmet Belknap, of Lockport, for re-election as secretary and treasurer, and on motion, the president-elect cast the ballot of the Council for Superintendent Belknap.

The Council was then invited, by Superintendent George Griffith, of Utica, on his own behalf and on that also of the board of education of Utica, four members of which were present, to meet in Utica next year.

Superintendent Montfort renewed his invitation of one year ago to the Council to hold its next meeting in Newburgh. It appearing that the Council having expressed a willingness to meet in Newburgh after meeting in Buffalo, and that Dr. Montfort's invitation made one year ago was withdrawn at that time with such understanding, the present invitation of Utica was withdrawn in favor of Newburgh, in expectation of renewing it next year. The ballot of the Council was cast for Newburgh.

Superintendent Emerson, on behalf of the grammar school principals of Buffalo, invited the members of the Council to an informal reception in the parlors of the Genesee Hotel, at the close of the evening session of the Council, to-day. On motion, the invitation was accepted, with thanks.

Mr. Randolph McNutt, of Buffalo, also invited the members of the Council to accompany him on an excursion to Niagara Falls, on Friday afternoon. Many of the members expressed their ability and pleasure to do so, and the invitation was accepted.

The Council then proceeded to consideration of the topic — Manual training in the regular courses of study, or in schools having only

ordinary appliances. This topic was presented by Superintendent James Godwin, who had brought for the purpose an exhibit of manual training work done by pupils in some of the schools of New York city in which such course is in operation. The presentation of the subject was largely explanation and comment upon the exhibit, and attracted close attention. The exhibit of school work from New York city was constituted as follows: Regular course of study — Primary department — Work with splints and tablets; weaving; study of geometric solids, including surface development and construction of the solids; paper-folding and paper-cutting; drawing, including original designs, color study.

Manual training course of study — Primary department — Sewing; paper-folding and paper-cutting; statement of the teacher's experience in day work.

Male grammar — Woodwork, with drawings for same; geometric drawings and geometric solids constructed from pasteboard or paper from drawings; maps.

Female grammar — Sewing; compositions on cooking; illustrated compositions on science; object drawing, designing and map drawing; geometric drawings, including plans, elevations, and sections of solids; relief maps in wax.

Mr. Godwin explained the several divisions of the exhibit, showing that, with the exception of the woodwork, all of the work presented could be done in schools having the ordinary accommodations, and that all of the subjects in the manual training course of study had an educational value.

The school authorities of the city had engrafted upon the regular course of study all of the splint and tablet work, mechanical and geometrical drawing, construction work, paper-folding and cutting, which were contained in the manual training course of study. In answer to questions, he explained the relation of the manual work to the ordinary branches of study, saying that there seemed to be a general agreement that history, geography and science teaching had been most benefited; and that, up to the present time, instruction in written language had been aided, at least. In connection with this topic President Whitney said: I saw the work done in Principal O'Neill's school. All this is done with only such appliances as any school can be easily supplied with. It seems to me it was the most instructive and important phase of the work I had ever seen. It is better than all the shop-work that can be done, and it is fundamental. I went to Yonkers and was asked by the superintendent to visit one of

the poorer schools. My impression was, and is to-day, that it could not have been done in some of the schools of New York where they have the best training and best advantages for the work.

President Whitney stated that the council having taken no action looking to the discharge of the committee on legislation, it would be his judgment and wish that the committee be continued, without change. Such was the unanimously expressed wish of the Council, and the committee was reannounced as consisting of Superintendent Cole, chairman; and Superintendents Godwin, Maxwell, Blodgett, C. E. Gorton, E. W. Griffith, and Sherman Williams.

The Council then adjourned until 8:15 P. M.

THURSDAY EVENING SESSION.

President Whitney announced that Topic No. 8 on program would temporarily yield precedence to Topic 9, and called upon Superintendent George Griffith, of Utica, to introduce the consideration of the report of the conferences on mathematics studies and on nature studies to the "committee of ten."

Superintendent Griffith.—While agreeing with the report of the conferences on mathematics studies in the main, there are some portions or particulars with reference to which I must dissent. I agree with the recommendation that teaching should rise more to generalization and with that portion of the report which recommends training for facility and accuracy. I do not agree with that portion which recommends leaving out so much of commercial arithmetic.

The report recommends, among other things, the following:

Arithmetic.—1. "Omit what perplex and exhaust without affording any valuable mental discipline, *e. g.*,—compound proportion, cube root, abstract mensuration, obsolete denominate quantities and the greater part of commercial arithmetic." In respect to compound proportion I would say yes. Cube root, partly. Mensuration, I am in doubt. Commercial arithmetic, no. Their argument for the latter is not sound. I should recommend bringing into and using in schools stock reports from the papers; having pupils go through the process of banking, making out notes and checks, have them properly discounted, etc. We can prepare pupils for practical business operations.

2. "The method throughout should be objective." This should hold good at the beginning of subjects only. Use objective illustrations to get rid of perplexities and assist inductions, but pupils should be led to rise to general abstract truths and apply them.

3. "Rules should be derived inductively, not stated dogmatically." Emphatically, yes. They should also sometimes be derived deductively by advanced pupils.

4. "Drill more for facility and accuracy." True to a certain extent, especially the drill for accuracy; but facility and accuracy are not everything. They can be both gained and lost.

I should add two more, viz.:—(a) Teaching should rise to broad generalizations and pupils thus be led to see the unity of the subject, *a. g.*, analysis of the process of "carrying"; principles of multiplication, etc.

(b) We should aim at power to conquer new difficulties as well as familiarity with practices in actual life. This comes from rising to general truths and applying. (Illustrations were given.)

Geometry.—The report recommends:

A. In concrete Geometry.—"In the early years of the primary school this work could be done in connection with the regular courses in drawing and modeling, and at about the age of 10 years systematic instruction in concrete geometry should begin and should occupy about one hour per week for at least three years." I believe in this, and have often wished for the opportunity to try it. I am sure that it is easier than algebra, and more interesting and practical than much of arithmetic.

B. Demonstrative Geometry.—After statement of fundamental ideas or concepts.

1. "Elegant oral demonstration." Good, but comes after good written demonstration.

2. "After power of rigorous logical demonstration, then original demonstration." I have some doubts on this. I think original work is the best place to teach power. Teacher and pupil work out demonstration together. They need to learn *how* to work out demonstration. It is the end of a journey; there are starting point, aids and means. Work backward, if necessary.

DISCUSSION.

Superintendents Beardsley, Blodgett, Godwin and Dr. Cassety of the Buffalo Normal School spoke, but their remarks were not taken by the stenographer.

Superintendent Diamond.—How many of us learned geometry in this way?

Superintendent Norris.—The trouble lies in the fact that mental arithmetic was not taught in our days. I would honestly and candidly ask for information as to what I can do for arithmetic in my schools

Superintendent Griffith. — Take mental arithmetic, which will be successful if taught properly. I think my pupils up to the standard of other subjects in arithmetic.

Superintendent Godwin. — To my mind arithmetic is better taught than ever.

Superintendent Rogers, of Jamestown, spoke first on the report of the conferences on nature studies.

Superintendent Rogers. — One of the chief difficulties in the prosecution of nature studies lies in the inability of teachers to correctly present the work. I am in favor of teaching natural history in some grades of the public schools. There is nothing better to arouse interest than to observe animal and plant life. These will not catch a child's mind unless they appeal to actual observation. Natural history can be introduced without becoming a burden to teachers or the course. The value of text-book, so far as it applies to natural history, is, in my mind, doubtful.

Superintendent F. J. Diamond. — Using a book of suggestive questions arranged according to months is practical. For instance, for the month of September, the constellation of stars; the ripening fruits; the seeds and their gathering; changes in the appearance of leaves as touched by frost; changes in habitats of birds, etc.

REPORT OF THE CONFERENCE ON NATURE STUDIES TO THE COMMITTEE OF TEN.

Superintendent Whitney said: It is not a question whether nature studies are to be taught in the public schools or not. In every well-arranged and efficient system of schools they are taught. Every teacher skilled in primary instruction, reading, language, etc., does teach elementary science, but the difficulty is the teaching is incidental, not regular, fragmentary, scrappy, limited, lacks continuity, system, purpose.

There is not unity in the teaching; it is not a constituent part of the system as is reading, number, language, etc., and is not a prominent factor in unifying the work of the grades.

At the outset we are met by a serious obstacle, viz.: the misconception of the purpose, the end and aim of nature study in the primary schools.

The too general view is that the chief object is the gaining of knowledge, when, in fact, this is the least and last of the objects sought.

In harmony with this view the sciences have mainly been taught for their value in themselves, the knowledge gained. The teaching has been an *end instead of a means*.

However true these views may be when applied to adults, in the college and the university, they are most misleading and mischievous in primary schools. The opposition heretofore to science teaching in the public schools is that they can not be taught in their entirety, and errors may inculcated. Now the truth is, the *elements* of all the natural sciences can be successfully taught in the lowest grade primary.

They are within the ability of the child to understand, he can discover and apply them for himself; they come within his experience and are especially adapted to his inquiring mind. The only question in this teaching, as in the teaching of every other subject, is to observe the child's limitations, to keep within his ability to discover and interpret. The mind grows by means of percepts and concepts. The avenues through which the elements of these percepts and concepts must be gained are the senses, and must be obtained through the child's direct, individual observation and experience. It is the business of the teacher to furnish the means—the material, and direct the child in this work.

The conference on nature studies state tersely the primary object of nature study; first, the attainment of interest; second, of power; third, knowledge.

The First. Interest in Nature is absolutely indispensable, is easy to attain, the only care is to direct and restrain too intense interest. The Second, "power,"—power to see things as they are, and ability to express correctly what is seen, to observe, compare, relate, judge—in short, to think and express; and the third, knowledge—will—, *must* follow. Another serious difficulty is the preparation of teachers for giving suitable instruction. Yet this is not insuperable. The first need is an intelligent understanding of the nature, purpose and scope of this work. A demand for it and means will be supplied, indeed, is at hand, for the training necessary for appropriate teaching.

Three years ago I saw the successful working out and application of this system in the professional training department of Cook County Normal School under Professor Jackman, author of the system. A few days since I observed the complete and satisfactory application of this system in the primary grades of the public schools of Saginaw, East-side, Michigan. The work was introduced September, 1893, and is in charge of a special teacher, a graduate of Cook County Normal School and a pupil of Professor Jackman.

I spent two days in a study of the plan and means used, saw the work in the training class and in the ward schools. The results are not only satisfactory but surprising. I have never seen children clearer in *thought*, more apt in expression and possessing as much definite knowl.

edge. The interest was intense. They were dealing with things, making and arranging, under the guidance of the teacher, botanical and zoölogical collections of objects they had observed through different stages of change and growth; collections of minerals, studying fermentation, seeds and germination, performing simple physical experiments, making daily weather records, — winds, dew, frost, clouds, rain, temperature, etc., etc. — making deductions within their range as intelligent as adults, and acquiring habits of observing, recording and inferring that will be of the greatest value in after years. The elements of eight natural sciences (including geography, nine) are taught.

In the beginning of the first year reading, number, etc., are applications of the nature work. Drawing harmonizes with this study, and even the songs of the children have special reference to Nature. Everything studied is drawn, oral and written descriptions are given.

The accuracy and beauty of the drawing were remarkable.

The special teacher instructs the regular teachers, requires of them, in advance, full outlines of work to be given the following week, with a "knowledge paper" showing the progress and preparation of the teacher, and supervises their instruction in the schools.

Under such provisions, nature studies can not fail to be most attractive and useful and I believe will soon be regarded as indispensable and become a leading feature in every efficient system of schools.

Principal Cassety spoke at some length on object-teaching, with reference to nature studies and to geography, but no abstract of his remarks was taken.

The secretary was absent from this session of the Council, and regrets his inability to report the remarks of Dr. Cassety and several other speakers in their proper connection.

Superintendent Blodgett asked the privilege of referring to the State Association of Grammar School Principals, formed last year, and said that it would be a good idea to induce principals to join that association. He announced that the next annual meeting will be held in Syracuse during Christmas week.

President Browning, of that association, was present, and requested all superintendents to urge grammar school principals to attend its meetings.

Superintendent Emerson invited the grammar school principals of Buffalo to join the excursion to Niagara Falls.

President Whitney reminded the Council of the reception to the members of the Council at the Genesee, and the Council adjourned to meet the grammar school principals there.

The proceedings of this annual meeting would be incomplete without mention of the most enjoyable informal reception provided for the entertainment of its members by the grammar school principals in the parlors of the Genesee. An hour of fraternal intercourse slipped all too quickly by, and delicate refreshments were served. Principal H. C. De Groat gracefully presided as toastmaster, and called out for brief speeches many superintendents and principals, all of whom found something interesting and profitable to say.

FRIDAY MORNING SESSION.

The Council took up discussion of the topic—the place of book-keeping, stenography and typewriting in a public school system. Superintendent Cole was the first speaker.

Superintendent Cole thought that the question is one capable of a tolerably definite answer. In his opinion the place of such studies is near the end of the high school course. That there should be very little teaching of bookkeeping. Stenography should come near the end of the course. There is, he thought, danger of very crude work in this subject. He said that in Albany they had about 50 students pursuing stenography. We would shorten the school life of many by opening the commercial courses at the end of the second high school year. We do not open bookkeeping to students until it is reached in the high school course.

Superintendent Benham, Niagara Falls.—I hope this subject will be freely presented. It is one upon which I wish information. We are at a point where we are encountering a demand, and must arrive at some definite conclusion.

Superintendent Godwin.—How about the view held by many, of the practicability of the early introduction of stenography for educational purposes? It is just now being somewhat largely adopted in cities in the West.

Superintendent Cole.—That view has acquired some prominence, but I have not thought favorably of it.

Superintendent Belknap.—This subject is one of peculiar importance. It became necessary for us in Lockport to meet this question for ourselves more than two years ago. It is to some extent a matter of local conditions and demand. Ordinary school provisions for instruction in the elements of business training are still sufficient in some places; in *others* they are not. With us opportunity for those whose tastes and

necessities were in this direction, as well as provision for the protection of the high school and strong encouragement to the pursuit of the broader academic education, met with consideration. Our board decided upon the establishment of a separate department of commercial education for those having sufficient maturity and education to pursue it with profit to themselves, carefully guarding admission to it, and opening such admission in proper cases to those of 16 years of age who were qualified for admission to the high school. The commercial course was made comprehensive, sufficient to profitably occupy the entire time of diligent students for from one and a half to two years. At first it did not include stenography. That qualification has now become of such importance in connection with ordinary clerical pursuits that it was added as soon as the number of students were such as to justify the employment of an additional teacher. Admissions are made by the superintendent of schools, upon the application of parents only, and upon reasons stated, which enable him to determine the urgent necessity, and to prevent an unwise step on part of parent or student. Students must first complete the advanced grammar course and as much of the night school course as they can or will before such admission. By thus carefully guarding and not encouraging entrance upon a commercial course, we have satisfied a reasonable demand in the community, gained increased confidence and support for public education in general, and *lengthened the school life* of a good many pupils who would not have entered upon a high school course. Enrollments and attendance in the high school have not diminished, but increased far beyond that which could be accounted for by any increase of population of the city. Many of these commercial students, who are thorough and enthusiastic in their work, would have been uninterested and unsatisfactory students in the high school, which now is freed from the burden of carrying that load, and thus the high school is strengthened. It is not altogether a matter of what is ultimately best, as the educator looks upon it, for the pupil. The parent also has his ideal, and his necessity and right, to urge. He asks for opportunity for his child, and that it be not delayed too late to meet his needs. A reasonable demand satisfied, he is the more willing to give his vote and his influence in behalf of sustaining liberal education in all departments. There is sometimes a tendency to underestimate the disciplinary and culture value of commercial studies. In these as in other subjects much depends upon the character of the work and the instruction, as much discipline as well as practical information can be derived

from the proper study of bookkeeping as from any one of several of the ordinary academic English branches; as much from the study of commercial law as from the study of economics. We do our work upon that ideal. There is as much exercise of thought and reasoning in the work as is common in other studies. There is no necessity for separation of the two departments, but with us the adjustment is very satisfactory and it affords opportunity for systematic concentration. Bookkeeping is also an optional study in two of the high school courses, students being privileged to pursue it for one year. There are no optional studies in the commercial course except stenography.

Superintendent Blodgett.—It seems to me that while it is possible to determine what is being done in commercial courses, there is danger of undoing. You can not always tell what students would do if they did not have this opportunity. How could I as superintendent in a large city be sure that many of those admitted to a commercial course would not otherwise go to the high school?

Superintendent Griffith inquired what proportion of commercial students took a portion of the high school course before entering upon commercial work.

Superintendent Belknap.—A good many. The requirement of 16 years of age before such admission secures that. Students can not leave the high school for the commercial school except at the end of a school year or semester, and not then if they have made a failure in their work because of neglect or inattendance. This year three of the graduates of last year's high school class have enrolled in the commercial school. I do not look upon commercial studies as being necessarily any more *special* than those of preparation for any other definite purpose. The preparation of a student for a general business life is not more special than that of preparation for a particular course in college. Both are wise in individual instances, and if one is legitimate the other is equally so.

President Whitney.—I agree with the position of Superintendent Cole in regard to stenography alone, but with reference to bookkeeping and other studies there are conditions that confront us. We would like to have all students pursue a full high school course, but with the many that is an impossibility. By the time they would be pursuing it the question with them is a bread-and-butter consideration. This discussion has taken largely the direction of study for culture. There is a large element in our communities that can never become scholars. That which can reasonably be done to increase the opportunity of success in daily occupation for such must be conceded.

Superintendent Maxwell referred to the large number who never reach the high school. Those in high schools do not usually exceed 8 per cent. of the school enrollment in cities. To me the question is how shall we make the high school so attractive as to bring and keep more there. I have felt that it has become very desirable to have a commercial course.

Superintendent Godwin.—Our board of education takes a different view of this subject from that held in Brooklyn. We would have stenography, like music, for its educational value. The cities of the West are taking an advanced position in this matter. I look forward to the time when the elements of stenography will be taught in the grammar grades.

Superintendent Maxwell.—In Brooklyn we look upon stenography as not yet a universal means of communication. Typewriting is. I would like to know how large a proportion of the school population of New York is in the high school.

Superintendent Godwin.—I will answer the question of my friend, the luminous star which has so brilliantly emerged from the obscurity of the milky-way, in this way, the only proper way: that it is not half so large as it would be if accommodations were provided.

Superintendent Rogers. — I want to strengthen and help my grammar school. If we could realize our ideal of 40 or 50 per cent. in the high school we should break down the whole system as it now is; the community could not stand the expense.

Superintendent Sawyer. — We have had a good many facts stated. If we can put these two facts together we can help a great many people to better living and doing.

Superintendent Greene, Albion.—This question on its practical side, fitting boys for business, has been with us for the past six years. We have found it desirable to strengthen this work of late, in the direction of the regular school work. We have optional studies, among which are bookkeeping, etc. We have 40 in commercial studies, largely girls, not pursuing bookkeeping for business, but as a part of general work.

Mr. Wm. M. Munn, who as Superintendent Emerson's office assistant had assisted in taking the minutes of the meeting, spoke in the discussion, saying that there were many insufficiently-trained and incompetent persons seeking and obtaining employment as bookkeepers and stenographers. That private commercial schools were largely responsible for this fact. That in fact many of them were frauds. That if

the public schools opened the opportunity and did thorough work the number of such incompetent persons would be greatly diminished.

The Council having consumed all the time at its disposal for this discussion, it was discontinued.

On motion, the subjects upon the present program that had not been reached were deferred until the next annual meeting.

FRIDAY MORNING, END OF SESSION.

The hour for closing the session having come, further consideration of this subject was discontinued, and upon motion the subjects on the program that had not been reached were continued for the program of next year's meeting.

Superintendent Maxwell announced the forthcoming meeting of the Department of Superintendence of the National Educational Association, of Cleveland, February 19-21, 1895, cordially inviting all the members of the Council to attend, and expressing the hope that an unusually large delegation from this State will be in attendance. He announced that the meeting will be one of unusual importance; and referred, particularly, to the presentation and discussion of the report of the Committee of Fifteen, appointed by the National Educational Association.

The report will be prepared and presented under three heads:—

1. THE ORGANIZATION OF CITY SCHOOL SYSTEMS: Submitted by Hon. Andrew S. Draper, LL. D., Illinois State University.
2. METHODS OF TRAINING TEACHERS: Submitted by Superintendent Tarbell, of Providence.
3. CORRELATION OF STUDIES: Submitted by Hon. Wm. F. Harris, LL. D., U. S. Commissioner of Education.

President Whitney introduced president-elect, Superintendent R. V. K. Montfort, and resigned the gavel. President Montfort expressed his thanks to the council for the honor conferred upon him, but made no extended remarks.

Superintendent Gorton offered the following and moved its adoption:

Resolved, That the thanks of the Council of School Superintendents are eminently due and are hereby tendered to the retiring president, Superintendent Barney Whitney, for the earnestness and efficiency that have marked the performance of his official duties during the year, and especially for the manner in which, as presiding officer, he has expedited the business of this session, at the same time that he has promoted the interests in the discussion.

The resolution was unanimously adopted. President Whitney feelingly responded.

Superintendent Harris offered the following, and moved its adoption:

Resolved, That the Council tender Superintendent Emerson, in the most hearty and earnest manner, its cordial appreciation of the many efforts made by him to make our stay a pleasant one; and that we thank him heartily for the many proofs of his kindness.

The resolution was unanimously adopted.

On motion of Superintendent Cole, the Council extended thanks to the press of the city for its notices and reports of the meeting.

President Montfort called to the attention of the Council the fact that no formal action had been taken upon the report of Superintendent Godwin; received and ordered printed.

On motion the report was adopted.

Superintendent Godwin moved a vote of thanks to the secretary for his efficient services during the past year. Carried.

On motion the Council adjourned to meet at Newburgh, October 16, 1895.

MEMBERS PRESENT AT THIS MEETING.

Superintendent Barney Whitney, president, Ogdensburg.

Superintendent R. V. K. Montfort, vice-president, Newburgh.

Superintendent Emmet Belknap, secretary and treasurer, Lockport.

C. W. Bardeen, editor School Bulletin, Syracuse.

Superintendent J. W. Babcock, Dunkirk.

Superintendent E. J. Beardsley, Elmira.

Superintendent N. L. Benham, Niagara Falls.

Superintendent A. B. Blodgett, Syracuse.

Principal James M. Cassety, Normal School, Buffalo.

Inspector Charles N. Cobb, Regents' office, Albany.

Superintendent Charles W. Cole, Albany.

Superintendent C. V. Coon, Cortland.

Superintendent T. A. Caswell, Little Falls.

Superintendent F. J. Diamond, Tonawanda.

Superintendent Henry P. Emerson, Buffalo.

Superintendent J. A. Estee, Gloversville.

A. W. Edwards, 611 Crouse avenue, Syracuse.

George Fenton, Broadalbin.

H. P. French, Albany.

Superintendent Charles W. Gorton, Yonkers.

Superintendent J. Irving Gorton, Sing Sing.

Superintendent F. A. Greene, Albion.

Assistant Superintendent James Gorton, New York.

J. A. Greene, New York.

Superintendent E. W. Griffith, Norwich, N. Y.
Superintendent George Griffith, Utica.
Superintendent E. W. Harris, Catskill.
Superintendent Leigh R. Hunt, Corning.
Superintendent P. M. Hull, Waverly.
Superintendent Thomas R. Kneil, Saratoga Springs.
R. A. Kneeland, Rochester.
Superintendent John Kennedy, Batavia.
Superintendent W. D. Manro, Rome.
Superintendent William H. Maxwell, Brooklyn.
President William J. Milne, LL. D., Normal College, Albany.
Superintendent Clinton S. Marsh, North Tonawanda.
Principal Charles D. McLean, Brockport.
Randolph McNutt, Buffalo.
Superintendent Milton Noyes, Rochester.
Superintendent J. C. Norris, Canandaigua.
Principal F. B. Palmer, Normal School, Fredonia.
Superintendent W. R. Prentice, Hornellsville.
Superintendent James G. Riggs, Plattsburgh.
Superintendent R. R. Rogers, Jamestown.
Superintendent M. W. Scott, Binghamton.
Superintendent George F. Sawyer, Lansingburgh.
Superintendent Benjamin B. Snow, Auburn.
Principal Thomas B. Stowell, Normal School, Potsdam.
Superintendent William H. Truesdale, Geneva.
Superintendent W. G. Williams, Watertown.
Inspector Charles F. Wheelock, Albany.
Superintendent I. E. Young, New Rochelle.

VISITORS.

Hon. Albert S. Bickmore, Museum of Natural History, New York.
Hon. John E. Pound, Board of Education, Lockport.
John E. Brundage, Board of Education, Utica.
G. A. Burdeman, Board of Education, Utica.
John E. Carberry, Board of Education, Utica.
John B. Jones, Board of Education, Utica.
Horatio S. Moore, Board of Education, Utica.
N. L. Button, Rochester.
Professor Irving P. Bishop, Buffalo.
Orrin C. Bugbee, Buffalo.
F. H. Dimmick, Buffalo.

Superintendent J. F. Carfrey, Salamanca.

H. C. De Groat, Buffalo.

F. W. Fisher, Buffalo.

Franklin D. Love, Buffalo.

William L. Sprague, Buffalo.

Major Stowitz, Buffalo.

W. D. Pulsifer, New York.

H. M. Shattock, Medina.

Herman P. Smith, New York.

Principal Edward Hayward, Lockport.

Colonel Lewis M. Evans, Buffalo.

Principal N. P. Browning, Buffalo.

Principal F. M. McMurray, Buffalo.

J. A. Ellsworth, New York.

M. Childs, New York.

And several others whose names were not registered with the
secretary.

EMMET BELKNAP,
Secretary.

APPENDIX.

EXHIBIT NO. 4.

NEW YORK STATE ASSOCIATION

OF

School Commissioners and Superintendents.

PROCEEDINGS OF THE FORTIETH ANNUAL MEETING OF THE NEW
YORK STATE ASSOCIATION OF SCHOOL COMMISSIONERS AND SUPER-
INTENDENTS, HELD AT ONEONTA, JANUARY 16, 17, AND 18, 1895.

PROGRAMME.

WEDNESDAY, JANUARY 16.

10 A. M.

Address of welcome —

James M. Milne, A. M., Ph. D.,
W. H. Johnson, Esq.

Responses —

Conductor Isaac H. Stout,
Commissioner Charles H. Howell.

Our School System.....Commissioner F. E. Smith.
Report of treasurer.
Appointment of committees.

2 P. M.

Report of committee on legislation —

Commissioner A. Edson Hall.
Uniform Examinations.....Commissioner Clyde C. Hill.
Management of Training Classes.....Elisha Curtiss, A. M.

THURSDAY, JANUARY 17.

10 A. M.

Address —

Hon. James F. Crooker, Superintendent of Public Instruction.
The Province of the Institute.....E. N. Jones, A. M. Ph. D.
Election of officers.

2 P. M.

Discussion of the Compulsory Education Act —

Superintendent Charles W. Cole,
Conductor Henry R. Sanford,
Commissioner Edward C. Douglas,
Commissioner Timothy C. Adams.

Summer Schools.....Superintendent Sherman Williams.

FRIDAY, JANUARY 18.

10 A. M.

Needs of Our Public Schools —

Commissioner Charles D. Hill.

Report of committee to revise course of study for common
schools —

Commissioner Leon O. Wiswell.

Report of standing committees.

NEW YORK STATE ASSOCIATION
OF
SCHOOL COMMISSIONERS AND SUPERINTENDENTS.

PROCEEDINGS OF THE FORTIETH ANNUAL MEETING, HELD AT
ONEONTA, JANUARY 16, 17 AND 18, 1895.

The fortieth annual session of the New York State Association of School Commissioners and Superintendents convened in the Universalist church, Oneonta, N. Y., Wednesday, January 16, 1895, and was called to order by President Charles H. Wilson.

William H. Johnson, Esq., was then introduced, and delivered the following

ADDRESS OF WELCOME.

Mr. President, Superintendents, Commissioners and Educators of New York State:

It is with much pleasure that I appear before you this morning to visit with you for a little while. The commission is delegated to me by the good people of Oneonta to deliver to you a message of kindly feeling, to extend to you in their name and behalf a most cordial and hearty welcome in our midst, one and all. We are not unappreciative of the high honor which you have conferred upon us by selecting Oneonta as the place for your annual gathering and deliberations. While it is no doubt true that we may not be able to commend to your observation such beauties and grandeur and natural scenery as are to be found elsewhere within the boundaries of our State; neither can we boast such elegance of municipal greatness as are elsewhere to be found, yet it is our most earnest and sincere desire and will be our earnest endeavor during the period of your stay with us to do all in our power to make you comfortable and happy.

I do not, by any means, wish you, gentleman, to understand that we in Oneonta are dissatisfied with our surroundings or our situation. If during the period of your stay with us you shall find it convenient to go to the summit of any of the surrounding hills and look down upon us we think you will agree with General Sickles, who said, when here a few years ago, that Oneonta was the gem of the Susquehanna. And when we take into consid-

eration the fact that less than a quarter of a century ago ours was a small hamlet of about 500 inhabitants, and that now we have a population of nearly 10,000, with a fair prospect to double our number before the close of the present century, we may be permitted, perhaps, without the charge of egotism being preferred against us, to say as Paul of Tarsus once said, "I am a citizen of no mean city."

Our prosperity, gentlemen, in this respect, is largely due to what has been done for us by our system of education. Our common-school system, as it prevails and exists within our borders, we believe to be in a thriving and prosperous condition, as well as our academic department and our union school, which for many years was under the charge and supervision of one of the ablest masters and successful educators in Central New York, one who has recently retired by reason of advancing age, full of honor and carrying with him the gratitude of our people for what he has accomplished in the cause of education. Gentlemen, perhaps over and above all things else we have reason to be proud of that magnificent structure recently erected on Normal Hill, dedicated to the cause of education, for which we are largely, no doubt, indebted to the fostering care of the people of the State of New York, and, as I believe, in a large measure also to the indomitable energy of our own citizens, in conjunction with the learned gentleman who presides over the destinies of that institution and whose name is an inspiration to the cause of education, and to all those who are seeking to explore the field of knowledge. It will no doubt be gratifying to you, gentlemen, to know that our people here in Oneonta take a very deep interest in our institutions of learning; that we feel and comprehend the living opinions which have gone out from this institution, and thus feel a pride of proprietorship, and this proprietorship, if I may be permitted the expression, is not confined to any particular class of our people. It seems to pervade the whole municipality. Men who toil with their hands for their daily bread have the same feeling of pride, because they realize the benefits and advantages which result to them and which will also result to their children and to their children's children.

Now, perhaps, I should say to you, gentlemen, that we are not entirely unselfish in the welcome we extend to you to-day. We expect to derive much benefit from having the pleasure and the privilege of listening to your deliberations. We expect, in fact, to grow wiser and better by being permitted to listen to what you have to say.

I do not know how it may have been with the experience of those of you who are here to-day, but I am apt to believe that

in my own experience I have gathered more in the days gone by of the things that prove of permanent benefit by listening to what other people have to say than by reading what other people have written.

I remember on one occasion a number of years ago, of having the privilege and pleasure of meeting a number of gentlemen of culture on a particular occasion, and during the course of our conversation I said that if I were wealthy, if I were rich, which, by-the-by, I never expect to be, that I would spend a considerable portion of the next 10 years of my life in interviewing the profoundest scholars of both this and other lands, with a view of procuring them, if possible, in each instance, to give me the best of their thoughts and ideas. In other words, I would attempt to skim the cream of their intellect and appropriate it for my own benefit, and, if necessary, knowing how valuable their time was, I would propose to pay them in each instance for the time they should spend in conveying the best in their thoughts and ideas to me. A gentleman who was sitting near by who happened to be the editor of a country newspaper, facetiously informed me that if I would give him \$10 cash he would give them then and there. Not having the \$10, I lost one of the opportunities of my life.

I think you will all agree with me that in coming together and exchanging ideas, each giving to the other the benefit of his experience as an educator or as superintendents of education, that you thereby derive great mutual benefit. It is hardly necessary for me to say to you that the enterprise in which you are engaged is one of the grandest that can occupy the time or attention of any man or woman; that is, imparting knowledge, especially to the rising generation, and helping them to grow wiser and better. Of course, you comprehend as well as I do that in a government in which the sovereign power is vested in the people that the corner-stone, the keystone of the structure consists of the intelligence and virtue of the citizen. So that, not only the individuals, but the State and the nation and its prosperity is largely dependent upon what you have accomplished and what you shall accomplish in the days and years to come.

I am going to make one further suggestion, and I do not know whether you will agree with me or not, but it is the same to me, that in my experience, as a general rule, the wiser men are the better they are. I may be mistaken in that regard, but it has been my experience in meeting the educators of this country.

I remember the first time in my professional experience that I had occasion to go before the Court of Appeals of the State of

New York. I confess to you that I went there with considerable timidity, knowing as I did that I was going into the presence of the highest tribunal in the State and in the presence of men who were far above me in the essential requirements of the legal profession. It was some little time after I commenced my argument before I had the courage to raise my eyes, and when I did I noticed the big blue eyes of Hon. Sanford Church beaming down upon me. It seemed as if he would raise me up into the intelligent atmosphere in which he was, and it seems to me, gentlemen, that this is one of the grand elements in your case. It is to lift people up higher, reach down your hands and lift them up.

I am not here this morning to make suggestions, because I know there are some here who are eminently qualified to make all the suggestions that may be desirable for your benefit during the period of your stay with us. I desire to say to you that one of my objects in appearing before you this morning was to try to make you all feel that you are among friends; to show you that we appreciate the pleasure you have conferred upon us by coming here for your gathering in 1895. I desire to say to you that one of our local commissioners has his headquarters in my office, and he and I together will try to make it pleasant for any and all of you when you desire to call.

I have no doubt that your proceedings during the period of your stay here will be productive of great good, and that you will entitle yourselves not only to the gratitude of the people of Oneonta but all the people of the State, and that future generations will arise and call you blessed for what you shall do during the period of your stay. Gentlemen, I wish you good morning.

President James M. Milne of the Oneonta State Normal School was then introduced and extended further welcome as follows:

Mr. President.—I know not why the need of a second address of welcome unless you want to be welcomed much and hard. Or else it may be you are like the young man who called on his girl after a prolonged absence and not meeting the welcome that his heart craved, said to her: "You don't give me very much of a welcome." Naively she replied: "You wait—the rest of the folks are around now." So the welcome that I will give will be when the rest of the folks are removed from the scene. After the address of welcome given, I hardly know what to add, because Mr. Johnson's head and heart are equally ready, and they are so near together that you can not tell whether he is speaking from the one or the other. Knowing you all better than he does, I am delighted that he holds you in such esteem. He says the more a man knows the better he is; of course, you are para-

gons. He was talking to the best, certainly the most representative, jury he ever addressed.

But I am not wholly unselfish in my welcome. You bring to us that educational leavening that we covet, that we need; and we hope that our future fruitage will show you in tangible form our earnest of welcome. We of Oneonta are looking forward to that better day of educational glory and educational grandeur toward which we are all drifting; we are looking eagerly for the sunrise of greater things and not to the sunset of what we have accomplished. There is one part of this gathering that was left out in the formal welcome, viz., the pedagogical missionaries. A rich welcome is proffered them. We all know them, their pernicious activity, their superabundance of good nature and their need everywhere.

Our citizens desire me to express to you the pleasure they will have in entertaining you this evening. They desire me to invite you to a banquet to be given by them at the Metropolitan theatre at 6:30 to-night. This means in Oneonta not 7 o'clock, but 6:30 o'clock.

I wish to make one allusion further. If you find yourselves lonesome while here because you have no classes to look over, no school to examine, as has been stated, we have one of the best systems of village schools in the State. Superintendent Bull will be glad to welcome you to them and benefit by your suggestions. The superintendent will retire at the end of this year, but not by reason of age. The children as they trip down the street holding onto his hand recognize that they have found in him the fountain of perpetual youth. Age is not measured by years. As long as the heart throbs happily and hopefully and can woo children by its boundings, age can not enter, for the youthful heart will ever presage youthful life. No, no! Superintendent Bull is not old. He simply lays down the ripened burdens for a well-earned rest.

Of course, I need not say a word of the Normal. It is a State school and belongs to you. You have its privileges, and are welcome at all times to all its workings.

Beside the entertainment proposed to-night by the citizens, you are invited to an entertainment at Normal hall to-morrow night, when the students will present to you a play rippling with mirth, with an undertow of stronger lessons.

Friends, the welcome that is given by this town and people is stamped with genuine good will that only the future can fully reveal.

RESPONSE BY INSTITUTE CONDUCTOR, ISAAC H. STOUT, A. M.

Mr. President, Ladies and Gentlemen.—In response to the cordial welcome that has been extended to us by the gentlemen representing the inhabitants of this beautiful village, let me say in behalf of the members of this association that they have for one long year been anticipating a pleasant time at their meeting here, and that when they accepted the invitation to hold this meeting in Oneonta, it was with a full appreciation that they would be cordially welcomed, and that they would receive most courteous attention, for such is the reputation of Oneonta's citizens. At the same time, Oneonta was, in the minds of many here present, something of a myth. It had attracted the attention of men interested in educational work through its reputation for steady advance as an educational center. From one end of the State of New York to the other, the Oneonta Normal School had become a favorite topic. The dire calamity of a year ago only intensified the interest already aroused by its successful management, while our admiration has been challenged by the magnificent courage and persistent effort that has so soon replaced the ruined edifice with the finest normal school building in the State. The school has been represented—well represented, as we all know—in the educational gatherings of the State, by one of the gentlemen who has welcomed us here to-day, and we know him well enough to comprehend that the welcome so cordially extended, comes direct from the heart.

The public spirit of the citizens of Oneonta, as shown in educational interests, led us to anticipate a visit to a live, prosperous town, here in the valley of the Susquehanna, and gathered here this morning, we one and all find the anticipation ripened into realization. But to us the busy streets, fine business blocks, tasty residences, and commodious schools and churches are only the symbols of cordiality, liberality, culture, and refinement that are so manifest in your citizens and in their welcome to us.

My position in this association leaves me at liberty to say that this body is entitled to a welcome by the people of this State, because its active membership, the men who give it vitality and force, comprises the school commissioners. These officials, coming in close relation as they do with the great system of rural schools, have in charge the most difficult work connected with our entire educational system. This is the fortieth meeting in which school commissioners have assembled for conference and discussion, and it is safe to assert that each meeting has put the educational work of the State further

ahead, and has given a healthful impetus in all its various lines. That the membership of this association is faithful and alert is witnessed by the attendance here. Looking over this gathering, I see a commissioner whose duties take him to Montauk Point, another whose district is partly bounded by Pennsylvania and Lake Erie, and another who visits schools on the islands of the St. Lawrence, and these are but types of the self-sacrificing men who are anxious to learn what is best for the schools under their charge, and ready to give their best efforts in the discharge of their duty. From association with such men it is hoped that the people of Oneonta will have a higher appreciation of the responsibility and the dignity of the office of school commissioner, and will stand ready to give even more generous support to the efforts of school commissioners. In conclusion, let me return the thanks of the association to the representatives of the citizens of Oneonta for their generous words of welcome, and assure them that the only danger is that they will be taken only too literally with the members of the association.

I have heard of a little fresh-air boy who was sent out to enjoy a short vacation on a farm in your beautiful valley. He arrived just as supper was ready, and after doing ample justice to the meal was invited out to play with the children of the household, but allowed he did not want to play, just wanted to eat. After some urging, he joined the children in a romp on the green grass and under the trees with such evident delight that when called to go to bed, he allowed that he did not want to sleep, just wanted to play. Once in bed, tired nature brought him refreshing slumber until he was called for breakfast, when he half opened his sleepy eyes, and protested that he did not want to eat, just wanted to sleep. I am suspicious that your extended hospitality is so generous that you will find these ladies and gentlemen unwilling to leave your tables, loth to leave your beds, and totally averse to severing the pleasant social intercourse with your citizens, so happily begun.

RESPONSE BY COMMISSIONER CHARLES H. HOWELL.

Ladies and Gentlemen, Mr. Johnson and Dr. Milne.—It gives me pleasure this morning to be able to say that we appreciate the eloquent and generous words of welcome which you have spoken.

We have listened to words of welcome as they have come to us from other cities and hamlets in our State, from Binghamton to New York, from New York to Cortland, from Cortland to Batavia, from Batavia to Cobleskill, from Cobleskill up to

Watertown, from Watertown to Rochester, and from Rochester here.

These words of welcome this morning are very much like the words of welcome that have been tendered to us when convened in other sections of the State, and it seems to me that we are linked together in a common brotherhood which strengthens as we become better acquainted with each other. I am convinced that the words of those who have just welcomed us came from heads and hearts very near together.

Dr. Milne well remarked that the head and heart of him who first greeted us are so near together that we can hardly distinguish one from the other. Such, then, fellow-members, is the condition in which we find ourselves at the opening of our meeting. I, in my heart, appreciate the kind words of welcome as they have come from Dr. Milne. I know that he is happy to welcome us, and the force of that old sentence of my school-boy days, "America is generous," comes upon me, and is verified right here. Oneonta is generous! And I believe that as she is generous, so also are all the hamlets of the Empire State.

Fellow commissioners, if we shall be true to ourselves, we shall drink from this educational fountain and inhale this educational atmosphere, so that in going out from Oneonta to the various sections of our State we shall carry somewhat of the earnest of those who have bidden us welcome.

Centering as we are to-day about this educational hub, like spokes in the wheel, to-morrow we shall spread out like the same spokes, to become centers of influence. Some will go toward Rouses Point, some toward the southwest, some along the lakes and St. Lawrence and different points in the State, as referred to by Conductor Stout, and we shall also go out toward Montauk Point, and whether we shall hear the beatings of old ocean, the rush of the St. Lawrence on its way to the sea, the roar of the lake and cataract, or the murmurings of our inland rivers, I believe we shall go out from this section, from this Pierian spring, to irrigate the waste places.

Statistics tell us that one acre of irrigated land in the west is more productive than acres of our eastern soil. So the irrigating influence of the streamlets that are going out from this fresh fountain head are making more fertile minds and hearts.

Gentlemen, I will close without further comment. It seems to me that our president must have known me to be a Methodist, and as such he placed me here just simply to say amen to what Conductor Stout has so fittingly said.

Gentlemen, I thank you all for this honor of replying to these words of welcome in behalf of this body. Mr. Johnson and Dr. Milne, I thank you for your kindly greetings.

OUR SCHOOL SYSTEM, BY COMMISSIONER FERDINAND E. SMITH.

When the last will and testament of a deceased person is admitted to probate, and the son, in the flush of vigor and young manhood, is left in possession of a vast estate, we are accustomed to remark about "silver spoons, bread buttered on both sides, the whole earth," etc., as if the path of a young man in this condition could only be strewn with roses and his life filled with ease and comfort.

If the recipient of such bequest does not prove himself competent to manage the business of such an estate with energy and success, but squanders it by his own neglect, incompetency or dissipation we are equally willing to criticise him as "degenerate," "a spendthrift," or "unworthy of the father."

What we are accustomed to regard as light and easy in the business world, are we as willing to regard as light and easy in other matters? Are we as willing to apply the rules to educational matters as we are to business affairs? Is it not a fact that the fathers have bequeathed to us one of the best-equipped, best-organized school systems to be found among the States of our Union, or, in fact, among the nations of the earth? Are we keeping the system fully intact, symmetrical and abreast with the best educational sentiment of the day? Are we proving ourselves worthy of the fathers? I am not a doubter, but I believe we should continue to examine the joints of our harness for the weakest points. It is not my purpose to pose as an expert competent to diagnose all the ills of our school system, but to mention some of those matters which thrust themselves upon us in our every-day work of inspecting the common schools of the State.

I wish to speak, in the first place, of the loss or misdirection of the public funds because of what might be termed our superabundance of school districts.

Superintendent Crooker, in his two annual reports to the Legislature, has taken a vigorous hold upon one horn of our dilemma when he says: "It is my opinion that a vast amount of the public moneys is diverted from the original purpose in furnishing higher education to a favored class at the expense of the many." We are glad that the superintendent has the courage to take this position, and its ultimate triumph must certainly come. While we have this vast amount of public moneys "diverted," as the superintendent suggested, I am of the opinion that we have an equally great amount diverted at the bottom as we have at the top of our educational system. I mean that hundreds of poor schools are maintained to-day in the State simply because of the public moneys they receive. If annulled this amount would go into the general funds for the benefit of other schools in the

State. With this in view, I sent out a letter of inquiry to 50 commissioners in various parts of the State.

The first question was: "How many small or weak districts, in your judgment, could be united with adjoining districts to the educational advantage of your commissioner district, if you could do it without the local hindrances or jealousies which we now meet both as to the change of district boundaries and location of school buildings?" Thirty-six out of the 50 commissioners replied. I averaged their answers to this question, with a result of 10 districts for each commissioner district. If this rough estimate would apply to the balance of the districts in the State (and I think it would) it would give us 1,150 school districts which ought to be annulled for the educational advantage of the State. Under a township system, with means of conveying pupils to central schools from poor or sparsely-settled sections of the State, no doubt the per cent. of reduction could be increased from 10 to 25 or 30 per cent. While we believe this must be the ultimate result, we must discuss the question as we find it.

Upon the basis of the 10 per cent. reduction these districts must draw at least \$150,000 from the State in public moneys, together with the amount raised by taxation, the total amount would reach the sum greater than the cost of all the supervisory officers in the State. This loss is not only in dollars and cents, but in energy, and the result is general apathy and a lowering of the standard of our schools over the State.

You are aware that our school system has been a matter of growth for nearly a century. School buildings have been thickly located over the State, and the tendency has been to create as many school districts as the large families in the almost wholly agricultural sections might require in the early days of our growth. Many schoolhouses were erected before the system of roads and bridges was opened and kept as substantially as to-day. The change in our agricultural sections from the scythe to the mowing machine, from the hoe to the planter, and from the flail to the steam thresher has not been accompanied by a like change in our school districts. The old school has lost nearly all its pupils, yet it remains the same, although there may be a stronger and better attended school within one to one and one-half miles. This policy of the State to give each locality as convenient school accommodations as possible has been wise, no doubt, in the past, but scenes have changed. Do not understand me as being opposed to the district schools. I am in favor of maintaining a school in every locality in which it is conducive to good public policy and wise school administration.

The second question in my letter of inquiry was, "*Considering many of our sparsely-settled rural districts, what would*

you consider as a reasonable distance for the limits of the boundaries from the school building in such locality?"

The answers vary from one to two and one-half miles. The average is one and five-sevenths miles. One commissioner aptly replied, "Three miles from a good school is better than a half mile from a poor one." We know that our school buildings, as well as our school districts, are not located with any system. For example, in the village of Pulaski they now have a union free school district, which was formerly an academy. It was united in 1892 with the village schools into a union free school district. If you take this school building as a center and with a radius of one and one-half miles in length, strike a circle about the village of Pulaski, you would include six little country schoolhouse buildings. In the town of Richland there are less than 60 square miles, yet the town has 22 school districts. Taking the minimum estimate of any commissioner—that of one mile as the limit of boundary from the school building—and using four square miles as the area for a school district, it gives you 88 square miles, or a surplus of 28 square miles in this town. In the county of Oswego there are about 1,000 square miles. We have 293 school districts. Using again the minimum estimate of four square miles, and we have a surplus of 172 square miles. The county of Jefferson of about the same area has 354 school districts. Taking the State as a whole, the last annual report of the superintendent states that there are 11,161 school districts outside of our cities; multiplying this by four, the minimum estimate, gives us 44,644 square miles, or a little over 2,000 square miles short of the whole area of the State, to say nothing of cities or our public lands. Using the average estimate, or nine square miles as the area of a school district, and multiplying, it will give you more than twice the area of the State in square miles. I understand that our roads are crooked and do not run at right angles, which would reduce the figures somewhat, but it must be remembered that we have public or waste lands more than sufficient to make up the difference.

You say it is the duty of the commissioners to attend to these matters. True, but our authority is limited, slow, and in a contest we are placed in a minority on the committee. The supervisor and town clerk upon the local board are usually men not especially interested or skilled in school matters, and decide the case in hand more from local influence at work than from any consideration of wise public policy. If we could have a committee of experts to examine this question with full authority to act, or if the matter could be placed in the hands of the commissioner to act in conjunction with some neighboring com-

missioner or commissioners, with stated times of meeting, so that the matter would not harass us through the whole year, it would seem that it would result in great good to the State.

I suppose many of you are thinking that when we get a township bill it will settle all these questions. We do not wholly agree with this view, but if we did, who has prophetic vision enough to say when such a bill will be enacted into law? With this optional feature, a great deal of time must be consumed before its adoption becomes general. But assuming that the township bill will soon become a law, we are of the opinion that the town boards will be as conservative, and disposed to maintain schools wherever they find school buildings, as we are to-day. In fact, we think that this very condition of our school system is one of the strongest hindrances we have to the adoption of the township plan. We are fortifying our teachers' examinations at every point, and trying to minimize the number of permits granted, yet are doing practically nothing to equalize the number, strength or distribution of our school districts. These examinations are so much in advance of the district system in many parts of the State that it results in a strained condition and the demand for permits. It is like the case of the boy's dam which he was building across a little stream near his home. One day he noticed the water was running over one side of it and breaking it away, so he determined to raise the dam upon that side. When this was finished, to his great surprise and dismay, the dam broke away upon the other side. So, I say, let us give the closest attention to our district system, to keep it well organized, balanced and symmetrical. Then we can continue to increase the standard of our teachers' examinations and advance the minimum age of teachers from 16 to 18 or 19 years.

I believe that above and beyond everything else the question that holds us in check, and is the greatest hindrance to the township plan, is the question of local taxation. It is the boast of a large number of school districts in the State that they maintain their schools upon the moneys received from the State, or very near it, and hence they are opposed to any change. The stronger districts are opposed to a change because they fear their ratio of taxation will be increased. Therefore, I say, pass a law so that the districts can not run their schools upon the public moneys. I would favor a graded law requiring each district to raise a certain per cent. of the public moneys apportioned to the district according to its valuation. I wrote the Department for the number of school districts between certain valuations in the State, but did not get the desired information. It seems to me that districts with a valuation of \$15,000 or less

should be required to raise by taxation a sum equal to one-fourth the amount granted by the State; that districts with a valuation of \$15,000 to \$27,000 should be required to raise 50 per cent.; that districts with a valuation from \$27,000 to \$40,000 should be required to raise 75 per cent., and that districts with a valuation above \$40,000 should be required to duplicate their public moneys. I am not tenacious about these figures; I only use them to explain a general plan.

I do not see why we should not have a similar law if we get the township as the unit. In many foreign countries this is the law. In fact, in the early history of our educational system this was true. The first grant of \$50,000, in 1795, which was apportioned to the counties, required that a county should raise a sum equal to one-half of the amount received from the State. By the act of February 17, 1812, and under which Gideon Hawley was made the first superintendent of schools in this State, and under which our school system was first organized upon a sound basis, required the towns to raise a sum equal to the amount of moneys received from the State. Why is not this good public policy? We believe that such a law would be conducive of good and level some of the barriers now arrayed against the township plan. We believe that if the diversion of funds was stopped, which Superintendent Crooker mentions in his reports, together with the misdirection of funds which we have mentioned in this paper, that our teachers' quota could be increased to \$125 or 150 dollars without materially increasing our ratio of taxation.

It is the great aim of our high schools, academies and colleges to-day to harmonize their courses of study so that the students will be drawn naturally from one to the other, so that the college will fit squarely upon the top of our academic departments.

We should direct the effort in our common schools so that the pupils from these schools would be as well equipped and will as naturally take up the work in our academic rooms as the pupils from their own grades. I hardly think any one will claim that we are doing as thorough work in the rural districts as we are doing in our city or village schools. The tendency should be more to fit our rural pupils for the academic departments of our high schools and academies than in the past. According to the reports received from various parts of the State our academic rooms are reporting a greater increase of attendance than ever before than in the history of the State. We ought to make the current from the bottom to the top of our educational system so strong that the pupils will be drawn into it instead of being expelled from it. It seems to me that we ought to perfect our

educational system in such a way that the intellectual current will be as strong to draw the pupils into it as the current which draws the smoke from the seething furnace through its immense stacks, or as strong as the current of a great river which gathers the waters from every hillside into its majestic flow to the sea. With our Compulsory Educational Law we can certainly force them into our lower grades. Can we carry them to the top? This is one of the greatest questions of the day, and we certainly can not meet it unless we improve our rural school system.

In conclusion, we are in favor of a law that will prohibit any school district or township, if you please, from maintaining its school or schools wholly upon the public moneys. We believe we could pass such a law without much opposition. There is nothing that deadens a teacher, if she is not already dead, or creates greater apathy in a school district than this very thing. We believe that our system of district schools should be overhauled by competent authority. We believe that the township law alone, if passed in its optional form, will be too slow to meet the pressing needs of our rural schools to-day. Systems of education, like systems of government, are of slow growth.

If we can get one or both of these questions enacted into law we believe it will be the entering wedge for a general advance along the whole line. We are now five or ten years past the lighthouse with our school district craft, and if we do not shift our course we will be upon the rocks, and our neighboring States will outstrip us in the educational race.

The paper of Mr. Smith was then discussed as follows:

Commissioner Brainard said: In my district there is no school district that has an assessed valuation of less than \$40,000; but there was a school district that had an attendance of one pupil and paid to the teacher \$7 per week, and that pupil attended only a part of the time. At the close of 20 weeks I said to the trustee, "That doesn't pay. I do not propose to allow you \$100 of public money to educate one boy. You better close that school."

Commissioner F. R. Smith said: I do think that the gentleman has set out some ideas which are facts that I can verify by experience in regard to the waste of money at the bottom. I know in my district there are many school districts that are small, that the attendance will be three to four for the average throughout the year. As he expresses in his paper, if these districts were annulled and disposed of it would strengthen the remaining districts and remove the weak districts. If we could in some way devise some such plan it would be moving in the right direction.

I have one school district where the situation is such that I have not issued an order to annul it. The people take pride in

air school. They have a good house, keep it well repaired, roughly warm, hire a good teacher. But they have been known keep that teacher in that house for three or four weeks without a pupil near it. I know others that have two. If some provision could be made for wiping out these weak districts it would be wise.

The point I wish to make is that we want to do away with some of the small districts that are a waste of money.

Mr. C. W. Bardeen: The members who were present in New York at the meeting held there in 1889 emphasize what was at that time a new point to most of the commissioners; that was the importance of the experiment made in Massachusetts for conveying pupils to schools at a distance. What was then a new thing in Massachusetts has become a common thing in that State.

In this State it is carried on quite satisfactorily in Westchester county. They have regular stages which carry the pupils to central schoolhouses, of course making much fewer schoolhouses necessary and giving much better schools to all the pupils. This I think, is the solution to the question of our country districts. There is a limit to the distance that small children can be expected to walk to school, but there is no limit to the distance they may be expected to ride to school. The expense of the wagon is not great. It does not compare with the expense of maintaining a separate school. The fewer and more central the schools the better the schools, the better equipped, the better the teacher, the better the course of study and instruction in every way.

I was very much interested in the paper read by Commissioner Smith, and in the points made in the paper.

Mr. Maxson said: I also am interested in this work. Commissioner Smith referred to the commissioner district I had the honor to represent for seven or eight years. I know of many instances where the teacher was hired with the understanding that the teacher should receive a certain sum and return a portion to the district. The commissioners ought to annul these districts, but he can not do it.

The idea of obliging these districts to raise a certain amount of money seems to be the only solution. If they are obliged to do this they will be ready to give up these schools.

The point suggested by Editor Bardeen is good in many things.

In Westchester it would be all right but in Jefferson it would be all wrong, especially at this time of year. In certain parts of the county it would be possible to send a team around to gather the pupils; in others it would be impossible.

Commissioner Smith, of Chemung, said: Down in Chemung they have a good school at Jerusalem, and one at Breesport. Now, Jericho, coming between has a poor school. I do not want to annul the Jericho school as the prospects are that they may some time have a larger school. They have four or five pupils there now. It is about three miles from each school. Now, if the State of New York would allow me to say that they may abandon the school for a few years but still allow the boundaries of the district to exist and give that district the amount of public money naturally coming to it towards carrying the children to some one of the other schools this would avoid any trouble and the arrangement could easily be made.

Commissioner Elwood: I, too, have a Jericho and a Jerusalem. They are not very far from Norwich Corners. I said to the district of Jericho: "You must either repair that schoolhouse at an expense of \$100 to \$125 or else I will annul the district." I advise you to annul it. I went around personally to see the people whom I thought were most interested. I could not secure the annulment of the district. They insisted upon repairing the schoolhouse. The assessed valuation of the district is about \$7,900. When they paid the taxes last year on that assessed valuation several of them were converted, but it was too late. The schoolhouse was repaired and the school is in progress.

I was interested in Commissioner Smith's admirable paper, and am glad to know that there are still some people in this association who are in favor of taxing the districts' income. I don't know how they may feel in regard to the income-tax, but it seems to me that it is not the solution of the problem requiring a district to raise a certain per cent. of the amount which they receive from the State because upon the returns which the people of these districts get for the money invested in the business which they carry on in that district in paying their State taxes they really pay a larger per cent. on their income for the support of the schools of the State of New York than does the property of towns of this size upon its income.

I was very glad to hear Editor Bardeen say what he did in regard to the transportation of children. I believe that in that lies the solution of the rural school problem. I have been heartily in favor of the township system in almost any form. I am not quite sure to-day whether I am in favor of it unless it carries, to some degree, the transportation of children. The work is going on quite lively in the State of Massachusetts. It will expend this year about \$65,000 for the transportation

of children, and comparing the area of Massachusetts to New York, the expenditure for this State is equivalent to \$375,000 or \$400,000. Of course our State is, in many parts of it, more sparsely settled than Massachusetts, but I do not believe that the matter of bad roads and snow banks in Jefferson county and in Herkimer county and the other counties of the State are half as large items as they seem to be on the surface. I feel that this is the key-note, the solution of this problem, the transportation of the children, as suggested. I doubt the efficiency of maintaining any school in any part of the State where the average attendance is less than 10. In the rural counties, I know boys 15, 16 and 17 years of age without the elements of common school education, because there was no incentive to send them to school under the management of our rural schools.

Commissioner Weinmann.—I have no doubt that this association is convinced that what Mr. Bardeen stated about the transportation of children is the key to the situation that we have to face, but I am afraid some of us have overlooked the matter that lies behind—a matter that is essential to the schools—that is, that they must have an intelligent board of education, or we never can get the transportation of children. We know that there are many school districts where it is impossible to get an intelligent board of education. It is quite likely we can not get it in any way short of the township system. There is hardly a township but has people enough of general intelligence and interested in educational matters who could manage school affairs. So that I hope we will stick to the township system. I think that is the only solution of the difficulties that we are complaining of and that Commissioner Smith complains of in his paper.

Dr. James M. Milne said.—There is one factor that we leave out. While I believe that we should have an intelligent board of education, still I believe that, after much examination, the average boards of education of this State are now up to the intelligence that creates them.

We may legislate just as much as we please, we never can force our legislators, unless there is the moral sentiment of the people back of it.

I was much impressed by what Commissioner Smith, of Lawrence, said about those schools. I believe that where there are 40 pupils in school a child learns much faster and gets three times as much good as in the small school.

The more the individual the more the sacrifice. The greater the number, the more the rights of the individual are recognized

and the better the citizen. The greater the number in a school district, up to the limit of 40, the better the possibilities of the school, and I believe that the commissioner who takes chances and will let the school go on with one pupil is recreant to his duty, no matter what the cost. And as to the consequence, it will not cost the district as much to convey the one pupil to the nearest school as it will to maintain the school.

Superintendent Bullis: I agree with the sentiments expressed by Dr. Milne. It is excellent, only it can not be done. I know where it was tried, but in vain. The commissioners could not dissolve the district for the reasons stated by those who have spoken heretofore. I know that the transportation idea was tried in a district where I taught. I believe our friend from Chemung has said that without this township system the transportation idea can not be carried out, and I agree with him.

Dr. Milne.—I have the greatest encouragement because of the remarks of the last speaker. When you get before the great wall of what can not be done a new discovery is at hand. Is there any power to change the law? I think that the condition now, to change a district that should be changed, is largely to give the commissioners a great deal more power. I know the commissioner is responsible for the schools. He should be given power in proportion to his responsibility.

Conductor Downing.—I have been a very earnest advocate of the township system right along ever since I heard the paper down in New York delivered by Mr. Bardeen, and which I have studied carefully year in and year out. I have undertaken to defend the township system against all comers, but I am convinced that the township system is not as near a reality as it was four years ago or as it was three years ago, as it was two years ago.

Now, gentlemen, I did not intend to say a word at this meeting. I came down to keep quiet, but when I hear gentlemen come to the front and tell me that the only condition under which we can solve this problem is to get the township system, I do not think, gentlemen, the problem can be solved. The corporations of this State had in the committee two against to one in favor of the township system. In order to get the township system you must go before the Legislature with certain individual features of the township system and push them one at a time. You can not make me believe that we shall be able to get a bill that shall be drafted by anybody that shall be perfect in all its details—that shall satisfy the commissioners of the State. Consequently, I say

that until you can get a bill that will be satisfactory to all the commissioners you can not get their support, which is needed.

Instead of trying to pass a bill that shall cover all the main features, we should settle, in this meeting, upon some one distinctive feature of the township system which shall bring about some improvement and work for that individual legislation, and by-and-by we will put on the statute books the four or five points embodied in the township system. I am in favor of individual legislation, one part at a time, if it does take four or five years.

Commissioner Cooley.—Down in Long Island we do not feel the need of the township system as much as you do up the State. I have only one district that has an attendance of less than nine. Is it not possible to go to the Legislature and have the law amended in reference to the small districts so that in case a district contains less than 10 children of school age it shall be annulled?

Commissioner Smith, of St. Lawrence county, offered the following:

Resolved, That it is the sense of this body that the commissioner from another district be substituted for the town clerk in the board to review the orders of school commissioners relative to changes in district boundaries, and that we recommend a change in the law to such effect.

After considerable discussion, the resolution was adopted.

On motion of Mr. La Rue a committee of three was appointed to consider the question of transportation, and to report to this meeting as early as possible.

The chair appointed Commissioners La Rue, F. E. Smith and Hale.

Adjourned until 2 p. m.

WEDNESDAY AFTERNOON.

L. F. Stillman, treasurer of the association, presented his annual report and then offered his resignation as treasurer.

On motion the report was adopted and placed on file.

On motion of Mr. Maxson the resignation of Mr. Stillman was accepted.

Commissioner Elwood was duly elected treasurer to fill the vacancy caused by the resignation of Mr. Stillman.

The chair announced the following committees:

1. Committee on resolutions.—Dr. John M. Milne, Commissioner Charles Rivenburg, Commissioner Martha Van Rensselaer.

2. Time and place.—Dr. E. N. Jones, Commissioner U. G. Welch, Superintendent Geo. E. Bullis.

3. Auditing committee.—Commissioner James D. Sullivan, Commissioner Alfred Presley, Commissioner W. S. Allerton.

REPORT OF COMMITTEE ON LEGISLATION.

Your committee on legislation would respectfully submit the following report. Unlike most committees we will not boast of what we have done, but what we have tried to do. Following out the instruction, we issued the following circular:

"At the annual meeting of the school commissioners and village superintendents of the State, held at Rochester January 3, 4 and 5, among other things discussed was the increased work and expenses of school commissioners without a corresponding increase in salary. We were informed by the department officials that the work would be still further increased. This matter was thoroughly discussed, and it was the opinion of the officials of the State Department, institute conductors and school commissioners that the law of 1878 should be changed and amended so that the salary paid by the State to commissioners should be raised to \$1,500. The legislative committee was authorized to draft a bill to this effect, and have the same presented to the Legislature this winter. If the committee is able to accomplish anything, it will be because each commissioner does his duty. The committee would urge you to make this a personal matter, and request you to see your Senator and Assemblyman immediately, and use all the influence you can bring to bear upon them to accomplish this end.

"At the same time please bear in mind the township bill, which will also be presented to the Legislature.

"You are requested to notify A. Edson Hall, Saratoga Springs, at once how much is allowed you by the board of supervisors.

"Governor R. P. Flower, in his message, said: 'I renew previous recommendations for encouraging, by all proper means, the efficiency of the common-school system. Our free schools should be the first care of the State, and the object of wide and liberal legislation.'

The responses to the circular were prompt and encouraging, with but few exceptions. We then gave our attention to the township bill. We found that last year's bill had passed the Senate and been favorably reported by the Assembly committee, so after a careful consideration we thought best to introduce ours in the same form.

Very early in the session of the Legislature Assemblyman Southworth introduced a township bill which was deficient in all the essential points.

Upon consulting the Assembly committee it was deemed *advisable to ask Assemblyman Southworth to substitute our bill*

for the one already before the Assembly. After much persuasion, he consented, and the change was made.

Our bill was introduced and, when referred to the committee on education, arrangements were made for a hearing, representatives of the Department of Public Instruction, institute conductors, your committee and others interested appeared and spoke in favor of the measure. The opposition was represented by the attorney and general tax agent of the D. & H. R. R. and others. They opposed the bill because of the number that constituted town boards and the additional tax. There were also a few commissioners who opposed the bill in general, and some persons who were not favorable to the optional clause. Therefore, the bill was never reported to the Assembly.

While we were working in the Assembly for the township bill we found ample time to push an equally important measure in the Senate, namely, the salary bill. The bill was introduced by Senator O'Connor, and we had every reason to expect that the bill would become a law, as it seemed to meet with the approval of many Senators. Senator Higgins, chairman of the committee, at first expressed himself in favor of the bill, but on the day that we had a hearing, he reported that certain commissioners said that the people were opposed to the bill, and as they were elected under the present law, and that they were satisfied with their present salary. Senator Higgins also said that as the Legislature was appropriating large sums of money for educational purposes, he suggested our waiting another year before pushing our bill. He mentioned \$10,000 appropriated for examining papers for teachers' certificates; also the appropriation of \$100,000 for the beautiful normal school building of this village. Both of these appropriations were necessary and met with the hearty approval of this committee.

Those who were present last year will recall the heated discussion over the date of holding the annual school meeting. According to the resolution recommended and adopted, the proposed change of date was embodied in the Consolidated School Law.

Although the bills for which we worked were defeated, there is no need of feeling discouraged. We will take some of the advice which we so often give, and despite the difficulties, put forth renewed efforts in the future.

Respectfully submitted,

A. EDSON HALL,
FREDERICK R. SMITH,
JOHN T. SMITH,

Committee.

On motion, the report was adopted and ordered placed on file.

PAPER ON UNIFORM EXAMINATIONS BY COMMISSIONER CLYDE C. HILL.

Mr. President, Fellow Commissioners and Superintendents— Since the introduction of uniform systems of examinations in 1887, through the co-operation of school commissioners and the Superintendent of Public Instruction, it has been steadily growing in favor. It is now acknowledged by educators in all parts of the State to be far in advance of all previous systems. It has, where the commissioner is an honest, upright, fair-minded man or woman, entirely done away with "political pull" and favoritism, which were both detrimental to educational interests.

The effect has been to almost entirely eliminate from the teaching force of the State that class of teachers who merely "keep school," and have but three definite ideas—4 o'clock, pay-day, and a good time. It has placed in their stead a class of earnest, thorough, conscientious and qualified teachers; teachers who are an honor to the profession, and who are continually striving to determine in what manner and by what means they can secure the best results.

It must be admitted that the present system is not in all respects perfect, but experience—the great educator of all—is, from year to year, leading us into new paths, suggesting new methods to meet the ever changing conditions that must necessarily develop in the work of popular education.

What I may have to offer at this time will relate more particularly to the changes which have recently been made, and which seemingly ought to be made, in the regulations governing uniform examinations.

Before beginning the preparation of this paper I corresponded with and obtained the opinions of commissioners in various parts of the State upon this particular subject. Some whose districts are fully up to the requirements of the present regulations, and some in whose districts, under the old regulations, it has been almost impossible to secure a sufficient number of teachers to supply the schools; so the criticisms and suggestions offered here are not based entirely upon the existing conditions in my own district, but are rather intended to meet the conditions and requirements in the majority of the commissioner districts of the State.

FIRST GRADE CERTIFICATES.

Very little need be said concerning first-grade certificates; during the last year I reported "none issued," so I conclude the requirements are about right so far as my district is concerned. My teachers easily obtained second-grade certificates, but do not seem to fully realize the importance of a first-grade certificate; although at each examination I endeavor to impress upon all

who hold a second-grade, and have had the successful experience, that their next certificate should be a first-grade; and, as a result, the August examination showed a goodly number of candidates for first-grade certificates, and I expect, at the close of the present school year to be able to report a fair number of first-grades issued. I approve of the change extending the time of issuance of certificates of the first, as well as the other grades, to six months from date of final examination; and I heartily indorse all changes in the regulations up to date; and of any change that will benefit the teacher without, in any degree, lowering the standard of educational requirements.

SECOND-GRADE CERTIFICATES.

In considering second grade certificates, the first change we note is that of cutting down the experience from 16 to 10 weeks; and, as that was made necessary by the change in the school law permitting a trustee to hire a teacher for not less than 10 weeks, I think there can be no question as to the advisability of the change.

Taking reading from the average column and placing it with the 75 per cent. subjects, is certainly a change in the right direction; and I would further suggest that a short written examination be given in reading, as in other studies. There is no doubt but that reading has been sadly neglected in our common schools, and before we can see any substantial improvement among the pupils, along this line, there must be a decided advancement on the part of teachers; and, as an inducement for teachers to become more proficient in this important branch of common school education, the requirements of the examinations must be advanced. With a large class of candidates at an examination, it is impossible for a commissioner to do little more than to require each candidate to stand and read a paragraph. He has not the time to question each on his, or her methods of teaching the subject; and even if he had the time, with a class of 50 to 75 candidates, many of his questions must necessarily be repeated until the last persons interrogated will profit by the good answers of those before them, and the commissioner will know little of the teacher's own views, or qualifications.

Much was said last year in opposition to the change making second-grade examinations two days instead of one; but, I believe, after a year's trial, all will admit that the change was a wise one and that commissioners now have more teachers holding second-grade certificates than ever before; at least, such has been the result in the first commissioner district of Chautauqua county.

It seems to be just and fair that three trials should be allowed for the second-grade certificates; and I see by the latest regulations that the Department has already made this change.

Another change that appears just and right is that candidates shall have to attain a standing of 75 per cent. in order to be exempt in any subject for a first or second grade certificate.

THIRD-GRADE CERTIFICATES.

There seems to be more difference of opinion among commissioners with regard to third-grade certificates than other grades; and the first change we meet with is that very sensible one, of extending the term to one year.

It has seemed to be ill-advised to require teachers to pass an examination for a second third grade, who, within the preceding six months, have passed a very creditable examination for the same grade. If a teacher has sufficient knowledge to-day for a third-grade certificate, he certainly ought to be able to retain that knowledge one year without being submitted to a second test; and one third grade is all any teacher should seek to hold. If the teacher be a true teacher, one who is desirous of making a success in his chosen profession, he will not ask for a second third grade, but will rather seek to advance until he is the recipient of the highest grade certificate obtainable under our present educational system. This is the class of teachers we wish to foster.

Now, coming to the point where the greatest diversity of opinion seems to obtain, the query arises: What shall be the standing required for a third-grade certificate? In the beginning of this uniform system of examinations, the State Superintendent placed the maximum standing for a third grade certificate at 60 per cent. At the beginning of 1894 it was advanced to 65 per cent. for second certificate of this grade. Now, beginning with the present year the maximum standing has been advanced to 70 per cent., which, I believe, is still too low. Every year the State furnishes a kind of practicing school for about 5,000 inexperienced teachers; at the end of the year a large proportion of them are unable to secure a second-grade certificate and are turned out; and all the experience they have gained is lost; the next year another set of raw recruits are brought in to practice upon the innocent children, who, in turn give place to their inexperienced successors.

This evil has haunted the uniform system from the beginning. How can it be corrected? Allow me to suggest, as a step in that direction, the propriety of making the standings in the subjects for a third-grade certificate as high as those required for

a second grade; then the teacher will only need to work up the extra studies required for a second grade; which the average teacher can easily do in one year. Our rural schools, especially the smaller ones, have reached the point where the principal work done in them is primary work, and this condition must necessarily continue to exist, as nearly every township has a village school, and as soon as the pupils reach the age of 12 or 14 years they leave the common school and take their way to the village school where better advantages are usually obtained.

In this class of rural schools the third-grade teacher begins teaching for the first time. Ought not the age of eligibility to examinations for third-grade certificates be increased to 18 years? And ought not the candidate to possess some knowledge of methods of teaching? I believe if any teacher should possess a thorough knowledge of primary and intermediate methods, it is the one who is entering for the first time the rural school. And by limiting the questions in methods each year to certain authors, as the department has wisely done for the first and second-grade certificates, teachers of all grades will soon become acquainted with the best methods of teaching, and will be able to put them into practice in their schools, while at the present time the majority of third-grade teachers know nothing of how to teach, except as common sense dictates. Hence, I would recommend that the maximum standing for a third-grade certificate be placed at 75 per cent.; that the age limit be fixed at 18 years and that an examination in primary methods be required for a certificate of this grade.

But I hear some commissioner say, "If that be done I can not get a sufficient number of teachers to supply my schools." It has been my experience, that as the requirements for certificates have advanced the number of teachers has increased. Two years ago, in my district, as in many other commissioner districts, there was not a sufficient number of duly licensed teachers to fill the schools; then the maximum standing for a third grade was 60 per cent. and I was issuing from 30 to 40 temporary licenses during a year; now, as the standings have been raised, and temporaries are issued by the Department, I have only had calls for about six temporaries, and have issued more second than third grade certificates during the past year. Therefore, I believe that an advance in the standings required for a third grade will be a benefit rather than a detriment to those commissioner districts which now have an insufficient number of teachers to supply their schools.

It seems to be unjust to issue to a teacher a certificate for one year and then limit that certificate to a particular school. Suppose he teach a term of 10 weeks in said school, has good success

and is offered another school at a good advance in wages, ought he not to be permitted to enter the second school with the same certificate?

I think it advisable, and would suggest that the holder of a third-grade certificate may, upon the approval of the commissioner, be allowed to teach other schools than the one named.

Under the present dates for holding examinations a case might arise where the teacher, after taking the October examination, would lack only one study of securing a second grade certificate; his present certificate expires, and a temporary for six weeks would not finish his term of school. He will, without doubt, secure a second-grade at the next regular examination, so it would seem right that the State Superintendent have the power to issue a temporary for six weeks, or until the next regular examination. It has been suggested by some commissioners that in the application for a temporary license it is unnecessary to have the recommendation of the trustee; that it places the teacher in an embarrassing position to apply to him for his recommendation. I admit the force of the suggestion, but think that this very condition is a check on the number of temporaries issued. Where it is an easy matter for a teacher to obtain a temporary license he will sometimes trust to that and neglect to obtain a certificate in the regular way. Until the present year our uniform system of examinations has been uniform in name only; to be sure the questions have been uniform, but the answer papers have been examined and marked by 114 different persons; no two marking just alike. The change calling all papers to the Department for marking, while it does not reduce the work of commissioners to any great extent, is a decided step toward uniformity, and I will say as a just commendation to the Department that the papers that I have submitted have been very fairly and justly marked.

Our present system has been in successful operation since 1887 and has done much to elevate the teaching force of our State, yet it has never given due credit to successful experience in the schoolroom. While you will all admit that, in the granting first and second-grade certificates, proper allowance should be made for successful experience, you must also admit that this is a very difficult matter to adjust satisfactorily. After carefully considering several plans, I wish to present the following for your consideration:

That a testimonial similar to the one attached to training-class certificates, and to be known as a successful experience testimonial, stating the number of years of successful experience the holder has had, to be issued only upon recommendation from trustees where the applicant has taught, said recommendations

to prove to the satisfaction of the commissioner that the person applying has been a successful teacher.

It is thought by some that a special examination should be held for primary teachers, an examination that should deal especially with the work of teachers of that class; that this examination should be held about twice a year, at the time of first-grade examinations, and that a certificate good for primary departments only be issued to successful competitors.

Since the adoption of this uniform system of examinations, and during its growth, to the present time, it has been necessary to make frequent changes in the regulations; but now, it would seem that this system has become so thoroughly established and has arrived at such a state of perfection, that, after the changes now under consideration are disposed of by adoption or otherwise, no more changes should be made during a certain period, say three years, or some suitable time, so that when teachers have become familiar with one set of regulations, they may know that these regulations will not be changed within a definite period. During the past five years there has been no greater reform wrought than along educational lines. But I fear that with our great zeal for new things, and new methods, there is a growing tendency toward making the road to knowledge too easy. We are striving to put the knowledge we wish to impart in so simple and mild a form that even the little child may grasp it, and I fear that when he who has obtained his education with comparatively little effort, is put to the test, he will fail to have the power to do for himself.

I do not wish it understood, however, that I am disposed to make the road to knowledge as difficult as possible; but I believe that what costs us the most we value the highest; what we labor the hardest for gives us the most lasting benefit. What joy and pride is his, who has successfully solved a problem that he has worked long and arduously to master. I believe in making the requirements for teachers certificates sufficiently severe and the standing sufficiently high that, when a candidate has received even a third-grade certificate, he may feel that he has something of value. The tendency in all professions, outside that of the teacher, is steadily to raise the standard of requirements, and to make more difficult the path to professional life. With the increase of knowledge in every department of human activity, the teacher in our public schools should not be a follower, but rather a leader; not passive, but rather aggressive. The world rightly expects much from him or her who undertakes the delicate task of molding mind and giving shape to thought; and whether the field of labor be inside the walls of the district

schoolhouse, the academy or the college, the adaptability of the tutor should be equal to the demand and up with the times.

Commissioner Weinmann.—I presume we might consume anywhere from half an hour to three or four hours in discussing this matter, with very little benefit to the association. I rise to make a motion that the reader of the present paper, together with four others, be appointed by the chair, to constitute a committee to report on the changes to the regulations to this association some time before its close, in order that we may have something definite to talk to, then.

Commissioner Harrison.—Before that motion is voted upon, I would like to say that, as has just been stated by our president, that it is understood that every paper is to be discussed, and if, at this stage of the question, a committee of five is appointed, we have the views of five persons. If this question is discussed here, as I think it should be, we will have the views of the commissioners of the State of New York. We have the right to have it, and I, for one, shall vote against that motion for that reason.

Dr. Cooley.—I move to amend the motion so that we can discuss it for half an hour. Motion, as amended, carried.

The chair appointed the following committee: Commissioners Clyde C. Hill, W. J. Barr, J. S. Cooley, Weinmann, Smith, F. R.

The paper of Mr. Hill was then discussed, as follows:

Commissioner Godfrey.—There seems to be a question in regard to the standing that should be required for third-grade certificates. It appears to me that it is a very difficult thing to get any one standard that will exactly suit every commissioner. In my particular district we have enough teachers; we have no great surplus. I believe that every school board should have, perhaps, half a dozen teachers on whom he could draw in case of sickness, or marriage, or death. I do not know that it will tend to any good, but I would like to know how many of the commissioners present have any difficulty in supplying their schools with teachers under the present regulations. I ask to have the views of those who have found difficulty in obtaining teachers under the present standings required, and see how the districts of the State stand in this matter.

Commissioner Douglas.—As I have the reputation of having the largest number of vacancies existing in my school district, as stated in the School Bulletin, which copied it from the Ellenville "Press," I think I ought to have something to say in regard to the matter. I want to say that there are no 40 vacancies in my school commissioner district, and that there is no difficulty in filling the schools in my commissioner district under the uniform examination system. There are a few school districts back in the mountains where the teacher is cut off from communica-

tion with the outer world during the time he is teaching that school, and good boarding places are very difficult to secure. It is sometimes a difficult matter to get teachers to go into some of those half-dozen school districts to teach school. We have that difficulty, and, with that exception, we have no trouble in getting teachers.

Commissioner Welch.—It may be that Otsego county is the weak point in this State, but if it is, I argue and protest right here in the interest of good schools, against the standard of the examinations being raised any higher at present. We have difficulty in getting sufficient licensed teachers to teach our schools. In the paper we have on this subject there are many excellent things and I agree with the gentleman in most of what he states, but I can not agree in all. I do not think we ought to raise the standard at present. Where they have more union free schools, where they can employ more normal teachers and pay better wages, they will have no difficulty, but it is a severe task in these weak districts to find teachers.

I have on an average of 80 candidates in each examination. The last one I had 112, and out of these 80 candidates, on an average, there was not more than from 12 to 16 that passed. There is not 5 per cent. of the teachers in this district that try the examination and pass at one examination. I have teachers that I consider good teachers who have attended every examination that we have had since last April, and they have no certificate yet. I call them good teachers. So I protest against raising this standard higher. Here is what I got in the June examination. There were 40 candidates that took an examination in drawing for second-grade certificates. Out of that 40 candidates there were six that passed 75 per cent., 22 that passed from 60 to 75 per cent. In August there were 40 candidates in the examination; there were 4 that passed 75 and 13 from 60 to 75 per cent. In August, of 40 candidates in the examination, there were 4 that passed 75 and 13 from 60 to 75 per cent. In September 15 candidates, 1 over 75 and 7 from 60 to 75 per cent. In October, of 19 candidates, 1 passed over 75 per cent. and 6 from 60 to 75 per cent.

In a total for the four examinations, there were 122 candidates, there were only 12 that passed 75 per cent. and only 60 that passed 60 per cent. or above.

Commissioner La Rue.—I think it is about time that the commissioners of the State should say something about the drawing examinations. I am glad that the gentleman has spoken as he has. I think that after all this great effort that has been made and the money expended and the time taken that drawing practi-

cally is a failure, and I think it is time that we have an honest expression of opinion from the commissioners in reference to this subject. It is something that does not pay. Those who are teaching the subject have picked up the study largely from self-study. One of the requirements is that the subject of drawing is an average subject. A great majority of teachers in an examination pass as Mr. Welch said. They obtain 55 per cent. and that drops down their subjects in the entire average. Their standing is reduced and they are refused license largely because of this low standing they have obtained in drawing. I think it is time for the Department to find out what profits are coming from this effort to engraft drawing upon the course of study.

Conductor Stout.—I dislike to hear any one subject criticised when other subjects require substantially the same criticism. I speak simply from information from very carefully compiled statistics in the Department of Public Instruction for at least two of the examinations last year. It is an absolute fact that in these examinations the teachers of the State of New York passed far better in drawing than they did in American history, civil government, geography and physiology. It was again shown in a succeeding examination that the percentage was very much better in the subject of drawing than any other. The lesson taught was, more than any other lesson, the necessity of great care in preparing examinations in the subject; but even at the worst showing that has been made in the matter of drawing with absolute statistics before you, you must be surprised that American history, physiology, geography are the subjects in which candidates fail.

Commissioner Brainard.—I can remember when drawing was first introduced in teachers' institutes and I know in our own institute, when drawing was first commenced, that the teachers would do no work and taught it with no interest. I want it in every institute in my district. At the last institute every teacher did the work that was required by Miss Rice and did it with a will. I know that a few years ago such a thing as drawing was not taught in the village schools. To-day drawing is taught in every school in every district.

Commissioner Hill.—Teachers take so much interest because they know they can not get their certificates if they do not teach drawing. If drawing is going to take our boys from the farm and get them into the shop, then I do not want it taught. We want them to stay upon the farm. The great curse is to-day that the boys are leaving the farm and going into the cities. We want to keep them at home. There should be something done to aid the teacher who has taught for years. I have to-day in my district a good many teachers who have taught 10, 12 to 15 years

and they tried these examinations. The best teacher I have in my district told me the other day "I will never take another uniform examination." Our teachers are complaining of civil government also and if some means can be devised by which experienced teachers can be kept it would be well.

Commissioner Wiswell.—I wish to add that if we are limited to the utilitarian value of the subject the commissioner who has just spoken will be out of business shortly.

Commissioner Miller.—I desire to answer the question raised by the conductor, "Why is this subject of drawing singled out from the other subjects? This was partially answered by Commissioner La Rue in stating that in the district schools, so far as his experience goes, if not a total failure, it is at least very nearly so. Now, I am not prepared to discuss the utilitarian question of teaching drawing, whether it is of value or not. I submit that for the time and work and money that has been put into the subject to prepare the teachers to teach drawing, that it is practically an absolute failure. I believe we have been spending too much time with drawing in our district schools to the exclusion of reading and writing. So far as my experience goes the subject of drawing, more than any other, needs some change in the regulations. Teachers do not know how to teach it. In the next place, they have no time to teach it.

Commissioner La Rue.—I think that Conductor Stout's point about civil government, United States history, etc., may be answered in this way: That the teachers have devoted too much of their time in studying drawing; that they have neglected to study, or could not get time to study, history and civil government.

Mr. LaRue moved that it is the sense of this convention that drawing examinations should be made less rigid, and a lower per cent. required, and that the subject should not be included in the average subjects.

Commissioner John F. Smith moved, as an amendment, that the subject be dropped from examinations.

Commissioner Pintler.—It seems to me the trouble about the whole question of drawing is that teachers do not know what books to study. It seems to me that it is very unjust to ask teachers to pass a rigid examination and not tell them where to get the information. I do not know of any series of books that will cover the work, as given in the examinations. It does seem to me that the Department should designate some book, and confine the examination to that. The syllabus sent out

by the Department is very good. I think it takes too much of the time of the teachers.

Conductor Downing made a strong argument in behalf of drawing, and urged, with much earnestness, that Mr. Smith's amendment be voted down unanimously. During the discussion he said: "There is a motion, an amendment, before this body, and it is that drawing should be dropped. I want to talk to the amendment. Much trouble has arisen because of the failure by teachers to pass the examination in drawing. I do not want to see this body of educators taking a step backward in the subject of education. We are entirely liable, as was found last Fall, to be carried away by impulse. That is just as it should be. Nobody believes it more than I do. When, at the polls, the American people express their will, nobody yields with greater pleasure and grace than I do, for I am an American through and through, and the ballot is our safeguard: but when we come to a meeting like this and we allow ourselves, by the failings of something in the past, to go back upon the work of educational advancement, then it is a serious matter. Years ago educators of prominence prophesied that by-and-by every child should be taught to express his thought, not only in writing and spoken language, but he should be able — by means of drawing — to picture that thing clearly to the person with whom he should be conversing. Gentlemen, this is not a question of a few years. Think, if you will, how many years we have been teaching our boys arithmetic, and yet how many hundreds and hundreds of teachers — in that subject which has been taught for centuries — failed in the examination in arithmetic. Only a small percentage over 50 passed the examinations, and now we come to the statistics from the Department; we have 33 per cent. to 40 per cent. passing in the subject of drawing. When we talk of dropping drawing I am against it. I beg of you now to vote the amendment down. To vote that Drawing shall be made a definite subject, and that there shall be a lower percentage required than we require for arithmetic, geography, etc. As to civil government, five years ago I had the honor to be appointed on this board of examiners. I presented to that board 110 questions in civil government. When they got through with my 110 questions I had 30 left. They rejected all the others. They said the teachers of the Empire State do not know civil government. The only thing they know is a few simple facts in regard to government. To-day 33 per cent. of the candidates entering the examination last October passed in civil government, 75 per cent. in questions that involved the fundamental principals of our government.

Commissioner Fordham.—I do not believe that, because we find an obstruction in the way, we should turn our back upon it.

We should remove the obstruction. Many good teachers have failed to get their necessary percentage because of the lack of suitable books on the subject of drawing. I believe that that question can be taken out of the way. I do not believe we have the proper text-books to put into our teachers' hands. They want to know the lines upon which they are to be examined. I am not able to say what text-book will cover the point. I do believe we ought to have drawing in our schools. We need our boys and girls enlightened, to know something about form. We need the mind to be drawn along the line of close, accurate observation. Do not let us go backward. I believe that drawing ought to be taught in every common school in the United States, but we want a text-book.

Mr. Finegan.—I do not rise to make any argument. I wish to state a fact. The statistics prepared by the board of examiners for the examinations held in June and October show that but very few teachers in the State failed in drawing alone. If they failed to procure their certificates, it was because they failed in other subjects than drawing. Perhaps not more than 1 per cent. of the teachers who entered the examinations for those two months failed in the subject of drawing alone.

Mr. Pintler.—As Mr. Finegan is here, I would ask if he can recommend any text-book that would cover the subject of drawing.

Commissioner Ella Gale.—I would like to say that I have this same trouble with text-books. I sent to Miss Rice to see about it. "What shall I tell my teachers about the text-book in drawing?" Officially, I can not tell you, but otherwise I will tell your teachers to get White's art books in drawing, and they will have no trouble. Now, my teachers do not fail to get certificates because of their drawing.

Mr. Finegan.—I would like to answer the question that was asked by Mr. Pintler. There is a representative of the Department at every institute, who has charge of drawing, and I presume that if the commissioners would ask one of these instructors in drawing to recommend some works, they will cheerfully do so.

The amendment of Commissioner Smith was lost by unanimous vote, and the motion of Commissioner La Rue adopted.

MANAGEMENT OF TEACHERS' TRAINING CLASSES.

BY INSPECTOR ELISHA CURTISS.

The Legislature of the State of New York has wisely provided for the professional instruction of common school teachers in academies and union schools of the State. Officers of these institutions make applications to the Department of Public Instruction for the appointment to instruct teachers' training classes. These applications must be indorsed by the school commissioners.

of the district in which the application is made, and state in addition who will teach the class, his qualification and experience, and show that the institution has such equipment and facilities as will give assurance of doing effective and commendable work, both in the theory and practice of teaching.

Under the Regents, but few schools had more than one class a year. Under Superintendent Andrew S. Draper, the schools having ample and satisfactory facilities for conducting training classes might receive an appointment to instruct two classes during the year.

But the classes were separate and distinct, and assignments were made for only one term at a time; subsequent appointments were considered a guaranty that the work in previous classes had merited the approbation of supervisory officers and the Department. Under Superintendent Crooker, direction was given in the application for appointment that in designating institutions to instruct teachers' training classes, preference will be given to those which will give assurances that classes will be instructed during both terms of the year; which can show that they can furnish proper opportunities for observation and practice work; and which will give satisfactory assurances that the classes will be instructed by normal school graduates, or by those equally well qualified to take charge of the classes.

After the school has been designated to instruct a class, it canvasses for candidates qualified for admission. Still moderate as the qualifications are, many schools find it difficult to get the minimum number required by law, and after the teachers have exerted their influence to fill the classes, they vary in number, after organization, from about five to thirty in actual attendance.

The law has not fixed the qualification. The Regents had one standard; the State superintendents each a different one, but, like the "Chambered Nautilus," "each nobler than the last."

The qualifications for admission last prescribed are as follows:

II. QUALIFICATIONS FOR ADMISSION.

1. Candidates must have attained the age of 16 years. Pupils may be admitted who will become 16 years of age before the date of the final examination of the term in which they enter.

2. They must subscribe, in good faith, to the following declaration: "We, the subscribers, hereby declare that our object in asking admission to the training class is to prepare ourselves for teaching, and that it is our purpose to engage in teaching in the schools of the State of New York."

The principal and school commissioner must be satisfied that the candidates have the moral character, talents and aptness necessary to success in teaching.

3. Before admission they must attain an average standing of at least 60 per cent. in all subjects required for a third-grade certificate, in some examination under the uniform system, but no application will be considered in case the standing of the candidate falls below 50 per cent. in any subject, or they must hold a Regents' preliminary certificate and a pass-card in physiology. But cities and villages having a superintendent, may at their discretion establish a higher standard. Persons who have heretofore become entitled to a third-grade certificate under the uniform system are eligible to enter a training class.

4. No person can be admitted to the privileges of the class who does not comply with the conditions of admission.

The school year is divided into two terms of not less than 16 nor more than 20 weeks each. The class must consist of not less than 10 nor more than 25 members. Various announcements are made to secure the most promising candidates. Two periods of 45 minutes each every school day must be occupied on the topics laid down in the course of study. Till this year one term's instruction in arithmetic, and eight weeks' instruction in geography and eight weeks in methods in primary numbers and methods in geography entitled the student who passed uniform examination at the close of the term to a professional certificate of the second grade, valid for two years.

At the present time it requires two terms' instruction, one in arithmetic, geography and methods in primary number, in reading and in geography, and also a term's work in language and grammar; four weeks in physiology and hygiene; six weeks in school management and school law; two weeks each in methods of teaching penmanship, drawing and language. All will admit that the course of instruction has been greatly extended, and well it should be, for the course is designed to satisfy the conditions of admission to advanced classes in the normal schools of the State.

A required amount of observation and practice work is done. This is exceedingly helpful to pupils desiring to become teachers. For we learn to skate by skating, and to ride a bicycle by actually riding one. Experience shows that perfection is not attained in such exercises by coolly observing and mathematically calculating—but that observation and practice must go hand in hand.

It should be added that for more than a quarter of a century the schools received the appointment to conduct these classes, and the work was done without regulations or review. The Regents then appointed an inspector of teachers' training classes. Under this inspection the character of the instruction was improved. The general control and regulations were not left

entirely to novices in school matter, and all the classes were not conducted for revenue only. Some of the glaring defects were soon remedied, the instruction was less rambling, and more careful attention was given by the school authorities to select competent instructors, and to give the class the full benefit of all the time under teachers who were qualified by professional study or experience.

When the class came under the Department of Public Instruction, Superintendent Andrew S. Draper increased the number of inspectors by one, and his successor, Superintendent James F. Crooker, added immeasurably to the importance and efficiency of the classes by appointing Hon. Charles R. Skinner supervisor of the training classes. Thus, gradually, these classes, from a small beginning, have become, under noble leaders, the most important factor in furnishing better qualified teachers for the rural schools of the Empire State.

Since the classes were transferred to the Department of Public Instruction, there has been a marked change in the character and quality of instruction.

Heretofore, subject-matter only received attention. Now, both subject-matter and methods, and school economy, receive consideration.

The time is no longer devoted exclusively to mastering subjects laid down in the course of study, but due consideration is given to the best methods of gaining and securing attention, imparting instruction, school government, and other departments of methods and school economy.

A careful inspection has convinced me that those classes are most aided where the teachers of the training classes follow the regulations.

Has not the time come to raise the standard of qualification?

It would seem reasonable that special instruction should be given in all the subjects required for a first-grade certificate. The demand is for higher qualifications. This is eminently proper. To obtain it, it is necessary that special attention should be given in all the classes to all the subjects that may be ordinarily required to be taught in rural schools. Therefore, the course should be extended for one year, and the pupil-teachers should have the best instruction, under competent teachers, to enable them to win a first-grade certificate.

The past term about 130 schools have organized classes. Nearly 2,000 members are getting the benefits of personal training to prepare them for professional work. Doubtless three-fourths of these teachers will teach in the rural schools. Now, were suitable inducements held out to the teachers to gain advanced qualifications, very many of these pupils would profit by the

opportunity, and seek for higher qualifications, and thus the rural schools would get the benefits derived from having better prepared teachers. These teachers, in turn, if they have special adaptation for their work, after teaching, will seek the benefits of normal schools and colleges, and thus become fitted to teach in the larger schools of the State.

I would urge broader preparation of those who have taught one or more terms, or have won a second-grade certificate, in teachers' training classes.

These classes should be carefully inspected by persons in whom the teachers have confidence. The grade and character of the instruction should be noted. Care should be exercised that none but qualified members be allowed to enter the class. At least the full time required by the regulations should be insisted on by the inspector. If the program of the schools discloses the fact that other duties engage the teachers' attention, and the class is subordinate to every other exercise, or has only a secondary consideration, wholesome advice should be given the teacher, and the Department at Albany informed of the situation.

Wherever school commissioners have found time to visit these classes, there has been a marked improvement. The members are proud to have the commissioner inspect their work. And the teachers frequently make a greater effort if they know the commissioner will spend an occasional half-day inspecting their work and giving valuable suggestions, as their wide observation enables them to do.

It has been my pleasure to urge training classes, with the teachers, to visit institutes in a body. There is no better advertisement for a school than to have the whole teachers' class punctually present at an institute for the whole session.

And sometimes conductors can give instruction especially helpful to them. Thus they are encouraged, for they are treated as teachers, and not as big babies.

Inspection by commissioners and recognition from conductors are doing much to increase the number in these classes, and the efficiency of the instruction.

Now, you ask what do you reasonably expect from this advanced course of instruction?

First. That teachers will become better prepared to teach, and gain a professional spirit.

Second. That the number of candidates for examination for second and third grade certificates will be greatly reduced. The necessity will not require so many papers to be examined.

Third. Examinations will be fewer in number, thus saving expense, work and drudgery that hitherto has been necessary.

It should be remarked that observation work should receive more consideration.

Paper properly prepared for this work should be furnished the pupils. And at least once a week a class exercise should be observed, and a written report be required of each member of the class. The way the subject-matter is presented, the mode of questioning, the attention of the members, everything connected with the class exercise should receive careful attention, and a full, well-written report should be required. This work will better fix the matter in the pupil's mind, and excellencies and defects will be called up for review that will be healthful and helpful in after school work.

Some teachers think it is a waste of time to the pupils of the school to have them experimented on by inexperienced persons. Some think it is an injustice to pupils, who are cheated out of good instruction, and made to suffer, to gratify the ambition of would-be teachers, and satisfy the conditions of a school contract to which they are not an interested party.

Sometimes the teachers of the class assume the innocence and ignorance of youth, become, in imagination, a class of children, and a teacher practices upon them.

Again, very little practice work is done; just enough to satisfy the regulations.

The problem of practice work for members of teachers' classes should receive consideration, and conductors and educational authorities should outline a program possible and practical for the school and most beneficial to the class.

The present year all questions in methods and school economy will be based upon the following works: White's School Management, Page's Theory and Practice, and DeGraff's Schoolroom Guide.

Many believe that it is better for pupils to read these books for instruction than to listen to desultory remarks on subjects treated in them hastily made by young teachers.

There is no doubt but that a book for study is better than notes hastily taken to refresh memory.

Now, if books are valuable, the latest revised are most desirable.

If books are worth recommending, they should be within the reach of pupils.

Would it not be good school economy to have the State furnish at least three sets of these books for every training class, and also require that they be carefully studied?

It would seem judicious, in this age of institutes, to have the State provide one summer institute each year especially for the teachers of teachers' classes.

The location should be desirable, and all instruction in the line of teachers' class-work.

The conductors, assisted by eminent educators, should have them in charge.

Thus, the teachers, who in turn would teach nearly 2,000 other teachers daily, would receive special preparation.

The State authorities, who have so admirably planned institutes for the various school commissioner districts, can well afford to establish an institute for the teachers of teachers.

Then teachers' class instruction will be less rambling, will partake less of the idiosyncrasies of individuals, be less of an experiment, and more in line with the professional instruction of the State.

It might seem irrational to plead for these small teachers' classes. But they have been of great benefit to the common school teachers; and thus to the boys and girls of the rural districts in the State.

With more or less ability have they been taught, and with great eagerness the would-be teachers have sought their benefits and prepared themselves for noble work. Thus silently, hitherto almost unnoticed, they have helped the yeomanry.

Sometimes union schools and well-equipped academies would discontinue the classes, because they did not pay. But many schools, believing in their usefulness, have sustained them, through good report and bad report.

When under the Regents the training classes received their proportionate share of recognition as a part of the system of higher education, but since they have been placed under the Department of Public Instruction we fail to find such recognition.

At the last principals' conference, while the redistribution of counts was in progress, a suggestion was made that it would be well to generously recognize the teachers' class work of the Empire State, by giving a year's work one count, Caesar could have four counts, Xenophon four counts, geology two counts, and spheric trigonometry one count; but a year's work in the teachers' training class, studying subject-matter and methods and school economy, could not get one count, even when they had counts enough and to spare. Ovid's *Metamorphoses* might be substituted for certain other studies, but work in the training class never.

It is barely possible, moreover, that conductors have not hitherto realized the importance of these classes. Till within a few years institutes have been held without reference being made to them. If the conductor's mind was jogged by some persistent principal, he might begrudgingly say that there was a teachers' class in the district, intended for the benefit of persons desiring

to teach. It was under the care of the State, and persons who could not do better could attend, with curiosity and some profit. It was visited semi-annually by inspectors, who terrified the teachers greatly, and whose only other duty was to attend the question board as mascots, to inspire the conductors with greater zeal in their efforts to furnish model examinations.

And school commissioners, although required by law to visit these classes, hitherto have been too busy with other duties.

It has been a great pleasure to me to know that during the past year very many commissioners have interested themselves in these classes. I distinctly recollect, while visiting a class at Carthage, the commissioner came, and remained nearly a whole half-day, asked questions about methods and school economy, inquired about the time spent in various branches, in fact interested himself in the whole class-work.

Going to my room, I said, "How strange! I have taught a training class for more than a quarter of a century, and never did a commissioner come and remain a period with the class." I could mention many other places where commissioners have benefited classes by personal inspection.

The great need to-day is for better qualified teachers in the rural schools, teachers who have a more thorough knowledge of subject-matter, teachers who have broader culture, who are masters of the branches they teach, who have attained better preparation from institutes, associations, educational papers and reviews.

The teachers' classes are sources from which you must get most of your teachers, and whether the classes are good or bad, whether the instruction is connected or rambling, whether a spirit of indifference or enthusiasm prevails in the classes, rest mainly with the commissioners.

For, 'till within a few years, inspectors seldom visited these classes, commissioners less frequently, and conductors and State officers, never.

So far as I know, teachers and officers of these classes have never met to devise plans to better the course of instruction or magnify their importance.

Principals of secondary schools and superintendents meet yearly to discuss subjects of importance.

Normal school principals are frequently present at all such gatherings to detect the drift of affairs, and sometimes gain grains of wisdom, and, believing in the justness of their cause, are seldom too bashful (I think bashful is the word) to speak of the usefulness of their work.

But seldom, even in the gatherings of this noble body, has reference been made to the teachers' class.

And I thought when your honored president asked me to say something on this subject at this association, I thought perhaps he was momentarily beside himself, and I immediately telegraphed my acceptance, lest he might change his mind when the mental aberration was dispelled, for I knew some affection was controlling, or that, perhaps, wandering through rocky Essex, he had been brooding over problems of zoology or geology, and, hearing of teachers' class, he had classified them among the fossilized remains of a paleozoic period.

But these classes can not attain their highest usefulness without the personal supervision of commissioners. You are by right and law Regents over these classes, and well might you be called Regents of the teachers' classes of the State of New York.

Mark well that I do not overstate your power and authority.

You must sign the blank application that secures the school the appointment to instruct the class.

You must be satisfied that the candidates have the moral character, talents and aptness necessary to success in teaching. Principals must consult with you with a view to securing from the schools under your visitation, as members of the class, those persons who intend to teach.

And each class legally organized shall be subject to your visitation.

Thus you see that from the date of application till the final examination the school is wholly yours. And if the facilities of the institution for instruction are inadequate, if the teachers of these classes are incompetent, if the candidates are not worthy, there has been an error in supervision somewhere.

Become, if possible, more interested in this work. Let your zeal be contagious, let it inspire the teachers and every member of the class. Lift them above the present level to their highest possibilities, so that all the pupils of this great State may be benefited by their benign influences.

It is not enough that there should be individual instances of model classes. It is not enough that principals here and there throughout the State, by personal ability and zeal, have conducted classes with signal success. What you need is to reorganize the work and build up a system alike honorable to you and creditable to the whole State, a system that will receive the warm support of believers in education, whose product will be better teachers for the million pupils in the common school of the State.

The paper of Mr. Curtiss was then discussed as follows:

Commissioner Barr.—I rise with some fear and trembling. I have a difficulty in Genesee county in securing good material for the training classes. During the past year I have recommended

probably 10 or 15 pupils to normal schools who would be very fair material for a training class, but who are exceedingly poor material for a normal school. I wonder if that condition exists elsewhere.

Commissioner Whitlock.—The matter of training classes is something I am very much interested in. I find that while some of the training-class pupils are not, perhaps, doing as good work as those who come from normal schools—I find them a decided improvement upon those who have passed the commissioner's examinations without any special training. I am inclined in every way to encourage attendance upon these classes and much prefer that students attend the training class than the normal. I recognize the importance of the work, and, so far as I am concerned, I should say that my training class will be second to nothing in my work.

Dr. Stowell.—I can simply say for myself that I am in hearty sympathy with the recommendations of the paper. The higher the conditions that are made by the Department for the normal schools the better the work we can do. It is understood, of course, that when a student comes to us certified that he is 75 per cent. in arithmetic, grammar and geography that we have nothing more to say about it. He enters the normal school and with authority.

The other normal schools have experience like mine. We reject every term a large per cent. of the applicants for admission to the normal schools.

Commissioner Parkhurst.—As I understand it, unless the members of training classes have successfully passed the special examination of January that they can not finish the examination in June and be entitled to a certificate. In my district we have something like 44 members of training classes; but it seems to me that when these members understand that they can not possibly obtain certificates as they will not be given an opportunity to take in June the subjects in which they failed in January, that they will leave the class. The propriety of granting the members of training classes the privilege of taking those subjects in June in which they failed in January was discussed at considerable length and closed by Dr. Verrill, who spoke as follows:

It seems to me useless to discuss this subject here, because, if I mistake not, I received a circular from the Department stating that students who failed in January in geography, arithmetic, or any of the January subjects, could try these same subjects in June, and obtain their certificates if they pass the examination. This is very acceptable. I am heartily in favor of separate examinations occurring a day before the regular examination.

Adjourned until Thursday morning.

At 6:30 p. m., upon invitation of the citizens of Oneonta, the members of the association convened in Metropolitan Theatre, where they were banqueted in a manner that reflected great credit upon the hospitality of Oneonta people and their ability to prepare a sumptuous repast.

THURSDAY, JANUARY 17, 1894.

Meeting called to order by President Wilson at 10.15.

ADDRESS BY SUPERINTENDENT CROOKER.

President Wilson introduced Superintendent Crooker, who was greeted with warm applause, and who addressed the meeting as follows:

Mr. Chairman and Ladies and Gentlemen.—I wish I had the power of throwing out something here this morning that would warm up this room and the audience a little. I shall have to ask the privilege of retaining my overcoat.

When I was invited to address this association some time ago I said that I would come here and talk in a familiar, friendly way, and review some of the things that have been accomplished during my administration, and then leave it; but I have so little confidence in myself to speak to an audience of this character that I changed my mind, and shall talk upon the subject, "Official Dignity."

This is the third time I have had the pleasure of meeting with the commissioners and superintendents of the State, assembled as an organized body or association. I regret that I have not the honor of an intimate, personal acquaintance with all. Yet, our business relations, so far as I know, have been of the most pleasant character during the period in which we have been associated, and, I believe, our aspirations have been similar. We have been aiming to accomplish a common purpose, and our united efforts have resulted to our credit and to the benefit of the educational interests of the State.

The dignity of the high office of State Superintendent of Public Instruction has never consciously placed any barrier between me and any other member of the educational profession. Without any hesitation, I am free to say that the superintendent has always been ready and willing to extend the right hand of good-fellowship to all coworkers, and their feelings have been reciprocal. Their hearty and cheerful assistance has never been withheld from the superintendent in his endeavors to elevate the

standard of the teaching profession and to strengthen the general cause of public education. There has been no insubordination in the ranks, and, with such conditions, it is safe to say there is nothing to deter the great army of educators in its march to brighter victories in the future, and which will hold our State in the front ranks of educational progress. During my administration of the affairs of the department, I have been ever actuated with the desire to enlist the hearty co-operation of commissioners and superintendents in the work of making the schools better and more progressive. I am happy to say that I do not know of a single instance in which that co-operation was refused. Each commissioner and superintendent seemed to be anxious that his schools should not suffer in comparison with others, but should keep pace with the march of progress. Some commissioners have had formidable obstacles to contend against in the comparative poverty of their districts, the remissness of trustees or the indifference of parents, but there has been no mistaking the spirit that animated all—a spirit that must triumph over every obstacle. I trust that the people of the State will appreciate such a spirit and that their representatives in the Legislature will see that the labors of commissioners will soon be more adequately compensated. The office of school commissioner is of vital importance to educational interests and its cares and responsibilities can not be too highly estimated. And here I may be permitted to say, that authority of office should be, in a measure, subordinated to the personal comfort of others at times when public interest does not suffer thereby, and that individual prejudices and the spirit of unmerited rivalry for public honor on the part of officials should be liberally tempered by courtesy of position and generosity of action on their part toward the governed, in order to produce beneficial and permanent results from their administration of authority. The commissioner, the superintendent; in fact, every one who is invested with the authority of office, should learn the incontrovertible fact, that due respect for the rights and feelings of subordinates in office is one of the essential duties of an official. The most successful official is he who is governed by the desire to make courtesy and kindness the trim-lights over the path of duty. The absence of these lights entangles one in numerous difficulties and serious problems, and involves him in numberless troubles. Courtesy and kindness are, besides, wonderful talismans in unlocking the door of the heart, where alone can be found the greatest success for official endeavor. These qualities are of especial service in the cause of education. By the exercise of them, we find our burdens considerably lightened and rugged paths made more pleasant. They

give the teacher an incalculable influence over the pupils and soften the asperities of the roughest nature. A school which makes them a part of its course is bound to turn out ladies and gentlemen among its graduates, no matter how humble their position in life or how discouraging the surroundings. Courtesy and kindness are among the most profitable qualities with which a girl or boy can be endowed in entering upon the world's highway. They are still more valuable to the public officer, and without them authority is always dangerous.

Restraint or coercion, through fear, caused by the tyrannical exercise of authority, lacks that living spirit of elasticity and buoyancy that marks a cheerful, willing spirit to do, through love or respect, and often fails to answer the purpose sought. Official dignity should, therefore, be ever guided by courtesy and kindness rather than by the desire to wield authority for self-exaltation.

Dignity of public office is often obscured by consequential exercise of invested authority. Authority of office should be subordinated to manly dignity or womanly gentleness to produce wise and permanent results for the exercise of official functions. Autocrats use their power often for self-aggrandizement while wise and beneficent administrators exercise the authority given them with reason and wisdom in the consideration of the rights and privileges of the governed. With executive officers, authority unassociated with wisdom is dangerous. He who rules absolutely with the authority vested in him, without due respect for the rights and comfort of the governed, partakes of the spirit of the monarch, feared, but not loved; usually disrespected. He who governs through the spirit of love and kindness toward his subjects, governs well. Those who are placed in authority should ever be mindful that power, untempered with charity, but wielded through a haughty and selfish spirit, fails to harmonize with general prosperity either to the ruler or his subjects.

The spirit of fair dealing in all stations of life is the highest and surest path to success. It does not interfere with the performance of duty, for it is an inherent element of it. Success in office, however exalted or humble the position may be, depends more largely upon the spirit and will-power of the officer to do his duty as he sees it, than upon extraordinary ability coupled with a selfish, arrogant spirit and a will to be master because he has the power.

The office of Superintendent of Public Instruction is co-ordinate with that of city or village superintendent or school commissioner in its essential purposes and duties. He is charged with grave responsibility and clothed with great power, yet his respon-

sibility to the public and his power for doing good service to the educational interests of the State are, proportionately, no more extended than are those of the commissioner, village and city superintendent. The superintendent is the literal head of the Department, but with every head there should be a heart beating in sympathy with every laudable effort on the part of every other member in the performance of duties. The duties of superintendent and commissioners are synonymous in purpose and not materially different toward their charges.

The office of school commissioner is one which furnishes a greater latitude for obtaining good results in educational progress than is generally accorded to it and, consequently, charged with more responsibility than is usually acknowledged. A commissioner is, by law, clothed with especial privileges and authority which should be exercised with wisdom and discretion in dealing with educational questions with the single aim of uplifting and strengthening the teaching force in his district and of improving the condition of the schools under his jurisdiction. The efficiency and energy of the teachers and the progress and prosperity of the schools which are placed under his charge, depend in a large degree upon the faithful performance of the duties of his office and the devotion and efficiency which mark his services. Each commissioner is more directly responsible for the educational spirit and status that prevails in his community than is any other agency connected with the work. The school law authorizes him to examine and license persons to teach, and to inspect and supervise their work, which gives him an opportunity to furnish the schools with efficient instructors only. This is the key to educational progress. The more thoroughly and conscientiously this part of his duty is performed, the more faithfully does he serve and benefit the public. The commissioner, through professional courtesy, kind and sympathetic attention to the interests of his teachers, and by a loyal and faithful discharge of his obligations to the public, must make his usefulness felt. He should establish in the public mind a correct idea of his value to the community by performing the important functions of his office in such a manner that his usefulness will become an acknowledged fact, and he will thereby create a sentiment in favor of better pay, to which every competent and faithful commissioner is entitled. By faithfully guarding the school-room from the inefficient teacher, frequent and careful inspection, wise and helpful advice to the faithful teacher, the selection and recommendation of the best methods, after earnest and unremitting study, and by devotion to all his duties, he will not only make every school better within his district, but extend his influence outside of it. To the commissioners is deputed the

responsibility of carrying out the general plans of outside supervision connected with the Department, hence the character of the educational work done in the State depends largely upon the efficient, faithful and pains-taking performance of that portion committed to them.

Young teachers naturally look to commissioners for good advice and wise direction in their duties when they timidly enter the school-room on their initiatory service, and all expect friendly counsel, sympathy and encouragement from them in their daily work, for which they seldom get more than faint praise and thankless recognition from the general public.

It is with the teachers, mainly, that commissioners must arouse and stimulate that educational spirit which takes root in the schools, grows, expands and develops a higher standard of mental and moral worth in a community.

Need I suggest that the province of a superintendent or commissioner is to advise and supervise, approve and disapprove, to applaud the right and condemn the wrong, to help the weak as well as to sustain the strong by pointing out defective methods and presenting better ones, recognizing efforts in proportion to their merit, always performing his duties in that friendly spirit that distinguishes him as being ever just and courteous to his associates and earnestly loyal and devoted to his profession?

A clear conception of duties, governed by a spirit of manly dignity which embraces the qualities of head and heart that make him considerate of the rights of others, firm in opinion, but not haughty in decision, so reasonably humble that he may be easily approached for advice and assistance, and always ready and willing to subordinate personal pleasure for the benefit of others, makes a public officer useful and loved by his constituents.

I believe that the chief element of character in a leader is humility. In all dealings and relations with others it is well to remember that Sir Thomas Moore says: "To be humble to superiors is duty; to equals is courtesy; to inferiors is nobleness, and to all is safety." The opportunities for superintendents and school commissioners to render valuable service to the cause of public education in this State are numerous and, in consequence, their responsibilities are exceedingly great. To what degree of excellence they discharge the important duties entrusted to them, the educational status of their respective districts makes answer, in large measure, by the condition of the school buildings, the quality of the teachers licensed, the kind of institutes they have and the school sentiment that prevails. I think, as a matter of real justice, considering the grave responsibilities, arduous and various duties of a school commissioner, and also as an encour-

agement to more earnest work, the present salary should be increased — nearly doubled. In my report of 1894 to the Legislature, I suggested consideration of this matter in the following language: "Should the Legislature or board of supervisors in their wisdom make the salaries of school commissioners commensurate with the responsibilities and public value of the work laid out for them, so that there would be more inducement to those best fitted to perform the duties of the offices, to seek and retain them for longer periods, the interest and purposes of the law creating them would be better fulfilled, and the educational interests of the State very materially advanced. In view of carrying out this idea, I suggest that the Legislature should pass a law requiring each county to raise at least as much for each commissioner district by local taxation as they now receive to supplement the amount now apportioned by the State for commissioners' salaries. This is the plan upon which library money is apportioned, and I see no good reason why it could not be made to govern in this matter. It is not right to expect that persons possessing the qualifications necessary to fit them for such an office should serve for such a small salary as is at present paid. Laxity of duty or perversion of privileges by inefficient or unfaithful commissioners must exercise a baleful influence on the common schools; hence it is wise for the county as well as State at large to provide liberally against such dangers. The laborer is worthy of his hire and in this regard the compensation should be commensurate with the value of services required. I am also of the opinion that the office should be an appointive instead of an elective one. The appointive power should be delegated to some competent authority and the constitutional requirements of competitive examinations to ascertain fitness and ability of each applicant for the position should be enforced. There should be a reasonable standard of qualifications adopted for school commissioners, one equivalent, at least, to those required of candidates for first-grade certificates. In no instance is the civil service policy more applicable than where the interests of our schools are at stake. The most sacred and important function of the office is the examining and licensing of over five-sixths of the entire teaching force of the State; hence the necessity of having competent, faithful officers. Can such functions of office be properly exercised unless the commissioner is well qualified in scholarship and thoroughly trained by experience and observation in the science of public education?

I also earnestly recommend a more permanent tenure of office. When a commissioner is found who is skilled in the performance of his duties through years of experience and has proved to be a wise, faithful and efficient agent, the people of his district

should endeavor to retain him in their service and not change for the mere sake of change for political motives at the expiration of his term, making the office a political plum for every aspirant to grasp after. A proper standard of qualifications for the office should be such as would deprive incompetent and inefficient persons from receiving the support of electors who are not acquainted with the high responsibilities and peculiar duties of such a position. This standard would be more sure of establishing a permanent tenure of office to those who have proven themselves capable, efficient and faithful than any other measure."

Now, in view of the near approaching day when I shall sever my pleasant relations with the educational department of this State, I desire to say that very regretfully I take my leave of this council of educators, hoping that in the future each successive meeting will show greater development of our great school system, over which earnest commissioners and superintendents keep faithful guard. I trust that such development will be so broad and deep that the eye of present prescience can not pierce it nor the lines of present wisdom fathom it.

I thank you for the patience with which you have listened to this, my closing address, and for the kindness manifested during our official relations. I shall always cherish a feeling of pride in this body of educators and entertain confidence in the good results of their zeal and industry. May you ever be found in the foremost ranks of educational progress, the first of artificers in the temple of knowledge, the tireless pioneers clearing away from the pathway of learning the underbrush of ignorance. (Hearty applause.)

Dr. E. W. Jones, of the Plattsburgh normal school, called the attention of the commissioners present to the State Teachers' Association. "I want you to know that this is the oldest and largest educational organization in the State, and that it celebrates its 50th anniversary, its semi-centennial, as an organization next July, in Syracuse. The dates that have been decided upon are Monday, Tuesday and Wednesday, July 1st, 2d, and 3d. It is the desire that the association shall be a notable one, both in point of interest and attendance. The society was organized in Syracuse 50 years ago, and it goes back to Syracuse to celebrate its 50th birthday. I want to bespeak for the organization, the interest of the superintendent and commissioners of the State; we shall be very glad to have their co-operation and urge upon them and the members of this meeting to help to make it a successful meeting and to do all they can to procure the largest attendance.

An excursion will leave Syracuse at the close of the session to go to the meeting of the National Association of Teachers

at Denver, Col., and, upon the excursion, very great concessions will be made by the railroads, and you will get the best possible railroad rates. I hope that this State will be represented as it ought to be in the national association."

The committee on time and place desire to present their report at the opening of the session this afternoon.

Dr. Jones then read the following paper on

THE PROVINCE OF THE INSTITUTE.

I confess to considerable diffidence as to speaking upon the subject of "The Province of the Institute," when I take into consideration the very interesting paper that was presented to you last year by Dr. Milne, and the interesting and profitable discussion that followed; but your president suggested the topic.

It is everywhere conceded that the sorest need of our public schools is properly-qualified teachers. This has always been true, and there is no reason to apprehend the near approach of a time when it will not be true. In devising plans for improving the qualifications of teachers, we must always take account of the fact that by far the larger number of them have entered upon their work with no previous preparatory training that can fairly be called special or professional. The popular notion that scholarship is the only prerequisite for successful teaching is not yet dispelled, and it is not likely to be so long as the prescribed requirements for admission to the teaching ranks include little or nothing beyond a slight acquaintance with the elementary branches of an ordinary English education. Another circumstance tending to still further swell the number of unprepared teachers is the fact that by far the greater number of them engage in the work as an avocation, a mere temporary employment, and hence with no sufficient incentive to make a careful and systematic preparation for its important duties. Those who purpose to make teaching a profession, or even a vocation, are likely to be willing to spend considerable time and effort to fit themselves properly for their work, while those with whom it is only a temporary occupation are likely to be at little pains in the way of preparation, and some compulsion may be necessary to induce them to do anything at all.

The State of New York employs three agencies for the professional training of teachers, viz: The normal school, the teachers' training class and the teachers' institute. Named in their historic order, the training class comes first and the normal school last. It will be agreed, doubtless, that the distinctive purpose of the normal school is to provide for the training of professional teachers. Students resorting to these institutions are there, for

For the most part, with the avowed purpose of devoting themselves more or less permanently to the business of teaching, and they are admitted only upon an express agreement that they shall do so. The same is, in a measure, true of the teachers' training classes in union schools and academies, except that, as a rule, the instruction and training which they give is less extensive and incomplete, and accordingly their graduates usually occupy positions of inferior grade to those which are accorded to normal graduates. The special province of the institute, on the other hand, is to reach those teachers who have already entered upon their work without any previous professional training, and to do for them something of what the normal school or the training class should have done, but which they did not have the chance to do. I must not be understood as implying that the institute may not or ought not to be of great service to the trained teachers as well as to the untrained, but its work must be adapted primarily to the needs of the latter class, and particularly to those of them who are at the time engaged in the work of the schoolroom.

The preparation which may rightfully be demanded of a professional teacher is three-fold, and includes (1) a competent knowledge of the subject-matter of instruction, (2) a knowledge of method, including methods of organization, government and instruction, and (3) a knowledge of the principles and laws underlying these methods.

Among this body of practical men there will be no disagreement, I apprehend, as to the soundness of the proposition that adequate preparation for the work of teaching must have its basis in scholarship that is broad and thorough and accurate. No one can give very valuable assistance in the attainment of knowledge which he does not himself possess. And one's knowledge ought to comprehend considerably more than he will be expected to teach, for no person can teach well up to the limit of his own knowledge of a subject.

A second requirement is method, including a knowledge of the best current methods of organizing, governing and instructing a school. Teachers of equal attainments in other respects sometimes evince a marked difference in effective teaching power, and this difference is often due to the methods employed. Instruction in the best current methods should be a part of the work of every agency for the training of teachers. Finally, for those who would lift the teacher's vocation from the rank of a trade to that of a profession there must be an acquaintance with the principles and laws underlying all rational methods and which constitute the criterion by which their validity may be tested.

The possession of these three essential elements is the test of true fitness for teaching, so far as that fitness can be acquired by instruction and training. In addition to these there must be high aims, noble purposes and a lofty conception of the teaching office if the highest measure of usefulness and efficiency is to be attained.

Now, in determining to what extent the institute can supply the training needed, we must bear in the serious limitations under which its work is carried on. The first and most obvious of these is brevity of time. The training-class course occupies at least a year, while the normal-school courses extend over three or four years. The institute, on the other hand, continues its sessions for a single short week of but five days, at intervals of a year. Another serious limitation is found in the varying capacity and attainments of the membership of the Institute. The intelligent and well-trained, the earnest but incapable, and the ignorant and indifferent are assembled indiscriminately. An experienced and skillful conductor might manage separately each of these different classes, but to instruct them all at the same time is a task as difficult as can well be conceived.

Bearing in mind the limitation of time it will be obvious that the institute can not undertake to give extended instruction in the branches of knowledge. It must assume on the part of its members a reasonable proficiency in the subject-matter of instruction. The salient and typical portions of one or more subjects may be presented by way of review with the purpose of reviving, clarifying and classifying previous knowledge. Perhaps a little may profitably be done in the way of imparting new knowledge, in pointing out the sources of knowledge and in suggesting methods as to its acquisition. Valuable service may also be rendered to the young teacher by indicating suitable books for reference and for study and by suggesting means for their profitable use.

The characteristic work of the institute must, however, be in the line of methods. The nature of the common branches of instruction, the purpose for which each is taught and the best methods of presentation should all be intelligently and clearly discussed. Methods of school organization and government should also have a prominent place in the program of every institute. There is no doubt that more teachers fail from inability to organize and govern than from deficiency in all other respects combined. The principles of this art need, therefore, to be set forth with all clearness and with its great importance duly emphasized.

I presume that experience is against the introduction into the *institute* of much instruction in the line of mind activity and

mind growth and the pedagogical principles that grow out of these. Yet there will always be a few persons in every institute capable of appreciating and appropriating the best that can be given, and there will be others in whom an interest in such studies can be awakened or stimulated. For these reasons it seems to me that a little of this kind of instruction judiciously given may be attempted.

In addition to the instruction given in subjects to be taught in principles and methods of teaching and in the work of organizing and governing schools the institute should awaken its members to a proper sense of the nobleness of their work and to an appreciation of their needs—it should arouse the true professional spirit. "The best work of the institute," says Professor Payne, "should be regarded as the creation of the scholarly and the professional spirit, a desire to reach high scholastic attainments and an ambition to attain artistic excellence in teaching." These results will follow from association with fellow-workers, from exercises conducted by instructors of generous culture, broad attainments and a high degree of professional enthusiasm.

Again, a well-conducted institute with its daily work and evening lectures may do very much to arouse an interest in the community to disseminate right ideas of education, its importance and methods, and to correct those mistakes and misapprehensions among the people which so often are the chief hindrances to the best success of school enterprises.

The conditions of institute work, as well as its aims, seem to point to a judicious combination of the lecture and the recitation as the best method for the instructor. The limit of time and the inequalities in the attainments of the members forbid a too close adherence to class-room procedure, but the mere lecture will not do for two reasons; first, much of it is likely to be lost on a large majority of the members; and, second, it will not resemble sufficiently the work of the schoolroom for which the institute is to prepare. There should be no attempt at popular effect, nor at oratorical or rhetorical display. Notes should be made of the lecture and a short recitation had on its main points at a subsequent session.

As to the advisability of grading the institute, I do not feel competent to give an opinion. I believe the weight of authority is against it, but it has always seemed to me that some practicable plan for grading might be devised and profitably followed. I have observed that model class exercises usually elicit a high degree of interest when presented by skillful teachers with their

own classes. The wisdom of improvising classes from the membership of the institute is, at least, questionable.

In conclusion, it may be said that the institute is the chief agency at our command for giving some degree of professional knowledge and some measure of the professional spirit to that large body of teachers who have had no preparatory training. It must be remembered that little or nothing in its work can be regarded as complete; it must be suggestive, typical or introductory. Those will derive the most profit who are best able to take hints and to adopt suggestions.

The paper read by Dr. Jones was discussed as follows:

Commissioner F. R. Smith.—I would like to hear an expression of opinion of some of the members relating to the success of grading institutes. My experience, so far, has led me to report against the graded institute.

Commissioner Parshall.—In Otsego county, a short time ago, we had a graded institute, and, as the gentleman would like information on that point, I would be pleased to tell him the success of the institute. We had 420 teachers. We had the Oneonta normal faculty to draw upon, and our own graded schools, and had the normal hall to hold our sessions in. With these facilities, I think we had one of the best institutes that has ever been held in this county.

In the first place, we divided our morning session into three divisions. We called them the advanced division, the intermediate division and the primary division. We met in the morning for opening exercises, and the teachers were thus given an opportunity of selecting for that morning, if they chose, to the primary division or to the intermediate or advanced.

I have heard from more than 50 teachers, not directly altogether, but from outside sources, and from friends; and it was the general opinion of the teachers who attended institutes for more than 30 years that this was the best institute they ever attended. It seems to me practicable to grade institutes, where you have the material and facilities to carry it out in these lines. It is the proper idea and can be made one of the best institutes. If you give them intermediate, advanced and primary instruction running into the same time, then every teacher has a chance along his own particular line. There need be none of the grades where the teacher has no interest whatever.

Commissioner Miller.—I think that in the ordinary district there would not be any particular rule by which an institute could be graded. For instance, in my district I can think of three that would go into the advanced section; so that I can not see how in ordinary districts there can be any particular rule by

which an institute can be graded. In some districts, it may be a success, but in the ordinary districts, where any division must be arbitrary, unless it is very successfully carried out, there must be a lack of interest.

Dr. Jones.—I remember attending, during the past year, a graded institute held in Saratoga county. Perhaps Superintendent Kneil can give us his experience in that district. I know that the institute was regarded as a very decided success, and that the experiment of last year is to be repeated again during the present year.

Commissioner Hall.—In regard to graded work at Saratoga Springs, I would say that it was a decided success in every way, from Monday until Friday night. Every one was more than satisfied with the work. There is such a favorable feeling at the present time that we have decided to ask for another trial on the same line of work.

Superintendent Kneil.—I wish to hear testimony along the line that Commissioner Hall has stated as to the success of the institute at Saratoga Springs. We went into it with fear and trembling, and we came out of it with swelled heads, I am afraid. We closed the schools of the village simply because the institute was to be conducted as a graded institute. I do not think the board of education would have been willing to have closed the village schools on any other account; but, so well satisfied are we with the result of the institute that there will be not a shadow of objection raised to closing the village schools for the coming institute in April.

We graded the institute in three sections. We had together a large number of those who were in the advanced section, but we had no difficulty in keeping the teachers in the place where they had assigned themselves at the beginning of the session.

One of the great hindrances to the graded institute would be a lack of suitable building. The institute must be held under one roof to be a success. The graded institute is the institute and I will uphold them every time.

Principal Verrill.—It seems to me that the graded institute in Oneonta this year was the most successful one for a long term of years. This I know not only from what I saw myself but what I heard the people and friends of the schools and others say in regard to it.

A court-house is not a good place for a teachers' institute, we all know, and there are places in every district where a graded schoolroom can be obtained.

I believe, Mr. Chairman, as one interested in the schools of the State and in the institutes that the future institute of the State will be a graded institute in about every district.

Commissioner Cooley.—I would like to inquire if we are to have such institutes as Superintendent Kneil speaks of. The village superintendents may be perfectly willing to help the graded institute along, but if the board of education will not close the school what are we to do about it?

Superintendent Williams.—Can the board of education keep the schools closed as the law now stands?

Conductor Sanford.—In Orange county, in the village of Port Jervis, every teacher—30 to 40—signed a petition asking the board of education to let them go to the institute. I have yet to find the first instance where the schools were in attendance if the superintendent wants them to go. The superintendents generally control and they want to go too. It is within the control of the superintendent in nearly every instance.

Commissioner Barr.—I would like to know if the teachers would not select the sessions rather by the conductors than the work to be done at the session.

I am sure all the gentlemen from Genesee county would select Miss Eggleston or Miss Rice. I am equally sure that all the ladies would select Conductor Downing.

Conductor Downing.—For four years it has been my pleasure to conduct institutes, and I have kept away from graded institute talk and listened last year to Dr. Milne's paper. I listened to the discussions and I have heard my associate conductors express their ideas upon them. Last year Otsego county proposed to have what they called a graded institute, and hold it at Coopers-town. We had two buildings. We had primary and advanced sections only. The teachers divided themselves generally along the line, as suggested by the school commissioners.

At the end of the institute they voted it a success and asked the commissioners to have a graded institute this year.

Saratoga proposed a graded institute. The great mistake of Andrew S. Draper's administration was that he ever allowed to go on the statute books of the Empire State a law which should exempt teachers in villages having 5,000 inhabitants or more from attending teachers' institutes. That was the one legislative mistake in his administration. What we want is to convert boards of education of villages and cities to the belief that an institute is worth something. Saratoga said, "We will close the school if you will have a graded institute."

I insist that you can not grade primary, intermediate and advanced work arbitrarily. We said to each division each morning, "You will elect that work which will be proposed by you to do during these three hours, and professional courtesy demands that you shall abide by your election."

There were three men looking on, Commissioner Hall, Superintendent Kneil and myself. We said professional spirit and professional courtesy demand that you stand by your election.

Continuing, Mr. Downing gave an exhaustive account of the institutes at Saratoga and Oneonta, at the conclusion of which institutes it was the unanimous opinion of the teachers that the graded institute was a great success.

Dr. Milne (Oneonta).—I shall stand where I did a year ago on the question of graded institutes. I think some of the conductors will make any kind of an institute a success. I do not believe that it is the mechanism of an institute that makes the success.

I think our institute in Oneonta was a successful one, and when we look over the corps of instructors present at that institute, we will agree that they would do good work and produce good results anywhere outside of a barn. I am favorable to graded institutes, but I would hasten slowly. I would press eagerly forward to that which is new, but still reluctantly would part hands with that which is time-tried.

Meeting adjourned until 2 o'clock, and immediately met opposite the church in front of the residence of George I. Wilber, Esq., to be photographed.

THURSDAY, P. M., JANUARY 17, 1895.

ELECTION OF OFFICERS.

On motion of Commissioner Wiswell, the association proceeded to an informal ballot for president, with the following result: Barr, 68; Francis, 17; Elwood, 16; Cooley, 1; Hall, 3; F. R. Smith, 2; Howell, 2; Douglass, 2; Weinmann, 1.

On motion, the informal ballot was declared formal, and Commissioner Barr was declared elected president.

On the vote for first vice-president, Commissioner Howell received 64 votes, and Commissioner Francis 45. Commissioner Howell was, therefore, declared elected.

On motion, the secretary was instructed to cast the vote of the association for Commissioner E. C. Douglass, for second vice-president; for Commissioner F. E. Smith, for secretary; for Commissioner Ella Gale, for assistant secretary, and for Commissioner Ellis D. Elwood, for treasurer.

The committee on place of meeting, reported unanimously in favor of Oswego.

On motion of Dr. Cheeney, the city of Oswego was designated as the place for holding the next meeting.

Superintendent Bullis and Dr. Sheldon extended thanks to the association for selecting Oswego, and assured the meeting that no pains would be spared to make the stay at Oswego pleasant and profitable.

DISCUSSION OF THE COMPULSORY EDUCATION ACT.

President Wilson.—I am very sorry to inform the meeting of the inability of Superintendent Cole, of Albany, to be here on account of ill health; but as Conductor Henry R. Sanford is next on the program for the discussion, I have the honor to introduce that gentleman to you.

Dr. Sanford.—I have been conversant with this subject for a number of years. It grew out of our old association of superintendents. They had a bill passed a few years ago, but it failed to receive the executive sanction, and another bill was drafted, with other statutes, and finally it was passed. Our good friend, Superintendent Cole, of Albany, has been one of the sponsors of the bill from the beginning. I was notified unexpectedly by our president that I was to discuss this subject. I, of course, relied upon Superintendent Cole; but he is not here. I want to say a few words.

We are confronted with a serious problem. It is not one that can be carried through with a hurrah, or anything of the kind. We must go into this matter with care, and not antagonize public sentiment, or the law will become practically a dead-letter, like some that we have had on the statute books so many years. It is too soon to say very much about it. The law is now about two weeks in operation. We shall be able to discuss it to better advantage after its weak points are better known, and they will develop themselves. Conductor Sanford then explained fully the nature and aim of the Compulsory Education Law, and the benefits which its provisions, if fully carried out, would confer upon the Empire State. Speaking of truant officers, he said: One of the commissioners told me that in the town where he lived they had appointed the village constable as truant officer. That does not, apparently, mean much, perhaps, to them; but, my friends, it means a great deal. We must be exceedingly careful that we do not put the stamp of criminality on these children. They commit no crime. They are the creatures of circumstances. If you went to their homes you would be the last one to stamp them with criminality.

Commissioner Douglas.—I do not consider myself at all competent to discuss this subject in your presence, knowing no more about it than any other commissioner.

I know nothing about this question in relation to large cities, except what I know by means of reading and seeing, as you all know; but I have had some experience as commissioner in the rural districts of the State, and I shall confine my remarks in reference to the operation of the law to the rural districts.

This law, no doubt, was drafted to favor our cities. There are no provisions in the law which can be easily enforced in our rural districts. In the cities and villages the pupils are brought in contact with the idle and the vicious, while in the country—in our rural districts—they do not come under the evil influences that surround them in cities, are not practically such as would lead them to adopt a criminal life.

In one district in my own town, there are eight families who do not send their children to school. In a district that is situated more than three miles from my own native place, there are eight families, and I state that the children do not enter the schoolhouse from one year's end to the other. Boys and girls in these families, that are 16 years of age, who can not read or write. This is probably the most extreme case in my district, but there are other cases.

Our school trustees, as a rule, are good, fair-minded men, but they do not wish to make enemies for themselves by compelling their neighbors to send their children to school. The enforcement of the law should be in the hands of some other man than the trustee. If he is the right kind of a trustee, he has work enough to do as things now are.

Superintendent Williams.—I do not know, but I am the only person present representing the committee that had to do with the bill and its passage through the Legislature. I desire to say a word or two, because I think there is a little misapprehension as to what the committee did. I was a member of the committee from the beginning. I was not present at many of the meetings during the past year.

The bill did not entirely satisfy a single member of the committee. I suppose that is always true. There are always two things to look at—the ideal thing that you would like, and the practical thing that you could get. One misapprehension is this, that it was drafted by city superintendents for the cities; but there were several on that committee who were not superintendents. I think the law is all well enough in itself so far as the country schools are concerned. The difficulty is pointed out by the last speaker, when he said the trustee did not want to make enemies. I apprehend that the law will not be enforced until you have the township system, and this is the opinion of most of the members of the committee.

When the bill was discussed, I think, the first time before the Legislature, the question arose as to the matter of physical disability. Some one said leave that to the doctors, but I do not consider this a judicious thing to do. Certificates of physical disability can be obtained too easily. In regard to some difficulties that Mr. Sanford spoke of, there is no law than you can enforce in all cases as you ought to, perhaps; but I do not think you need have much trouble about that.

Superintendent Young.—If this law is the law of the land, it should be enforced, and we, who are school officers, it is our duty to stand by the law. We should enforce the law cautiously and deliberately, and in such a manner as not to violate the best sentiments of the community.

Commissioner Brainard.—Superintendent Williams states he fears in the rural schools this law could not be enforced until we have the township system. I have in my pocket now a letter from a school trustee stating that he has twice notified families in his district. It is in a country district, where the attendance is about 20; that he has twice notified families in that district to send their children to school. They have failed to do so, and he asks to know if there is in the town an attendance officer to look after the matter. The school commissioner should be given permission to appoint attendance officers, who would be clothed with the power to enforce the law, and that he be paid for the services he renders.

Superintendent Crooker, being called upon to express his views on the subject, spoke as follows: I think that this law, like all other laws, is imperfect in some respects. We have been trying for a number of years to secure a truant law, and we have failed, until the last Legislature. We supposed, at least the committee supposed, that they had a very much more perfect law than the one that did exist, and I believe we have; but, as I said before, it is not perfect; neither has any law ever been framed that is perfect in every respect. As I stated in my circular, we must feel our way along carefully in the enforcement of this law, otherwise we shall make it so objectionable that there will be such a spirit of antagonism arising that there will be an effort made to have it repealed. I believe the first intent of a truancy law was to procure the attendance at school of waifs and idlers, and I believe if this law can be enforced to the extent of taking idlers out of the streets at first that we shall have accomplished a good purpose.

I believe that the position of Superintendent Williams in regard to the boy who is nearly 14 years of age is a good one. I have recommended such consideration of a case whenever my opinion has been asked.

So far as the truant officer in the country district is concerned, I know very well that the law does not point out or provide for a truant officer. I do not think there is going to be much trouble in enforcing the law. In fact, there is not much necessity for the truant law in the country districts. It is only in the cities and larger towns where it is needed, and in the cities and larger towns there is a deficiency in school room. I think that all we can expect of the law is by enforcing it so far as taking waifs from the streets. I believe that every boy and every girl that have passed 13 years of age, who are regularly employed, should be left the last ones for the law to interfere with. In many cases, as has been stated here, they would have but a short time to attend school in order to comply with the law, and by taking them out of school they would miss their occupations, and, perhaps, in many cases, and I know of many of them myself, where the sustenance of the family of the boy or girl that is at labor depends very materially upon what he or she earns at his or her place of occupation. I believe if we go to work and enforce this law with discretion and discrimination, in justice and in wisdom, that we can make it profitable, and that it will be a great blessing to this country.

Commissioner Veeder.—In my commissioner district is located the general electric works of the Edison Company. They fear the provisions of this law, and I understand they are to throw upon my commissioner district about 500 children. These children are located in the neighborhood of the city of Schenectady, and will attend the common district schools. These schools are under the charge of trustees, and if these children are all thrown upon these schools and the trustees are truant officers, every single one of these trustees will resign. We have one school that can not keep a trustee there now, and he has five teachers. I have had three resignations from that district this year. The trustees will not act as truant officers.

Commissioner Elwood.—The trustees of the rural districts in my commissioner district understand that it is their business now to look after the enforcement of the law. It occurred to me first that there ought to be a truant officer for the whole town. I am of a little different opinion to-day, because I think the trustees can look after it as well as the truant officer would. Certainly the judgment which a trustee exercises is usually better than the judgment of the truant officer. I have a bright outlook for the question from the fact that I believe it will have a tendency throughout the State to make better men trustees.

There are several families in different districts, poor families, the children of which have not sufficient clothing to come to

school with. The books the trustees can provide all right, and I would like to know what I can advise my trustees in that respect.

Superintendent Williams.—The spirit should exist in this matter that exists in other districts of the State in similar cases. Let the fact be known and you will have enough clothing.

Conductor Sanford.—You remember that yesterday you resolved with great unanimity to ask to have the town clerk removed from the board to nullify the action of the school commissioners in consolidating districts. This is a step towards the township system. You also appointed a committee to provide for the Massachusetts idea for carrying the children. Why not take another step and ask to have the town officer instead. He is removed from local prejudices. The more I think of it the more I think it is a pretty good thing. I wish the commissioners would think of it carefully and act upon it along with others.

I know of no influence equal to that of the ladies. Societies are organized to-day for the sole purpose of getting children into the public school. These societies are for the purpose of visiting families in necessitous cases, providing clothing and books. I believe that is a matter that we ought to encourage.

Commissioner Parkhurst.—I would like to add to what has already been said.

I believe the Compulsory Education Law is a good thing, and I am going to try to see that it is enforced in my district. I believe in every word that Superintendent Williams stated and am entirely in sympathy with the method of carrying out the provisions of the law, and I believe it is the right way.

Upon the request of Dr. J. M. Milne, who found it necessary to leave the association before its adjournment, Conductor A. C. McLachlan was substituted in his place on committee on resolutions.

Superintendent Sherman Williams of Glens Falls then read the following paper:

SUMMER SCHOOLS.

A comparatively new educational force has been spreading over the country. It has gained strength rapidly in the last few years. It interests many classes of people, and yet it has attracted almost no attention from the various educational organizations. I can not find that the subject of summer schools has ever been presented at any educational meeting in our State. In fact, so far as I can learn, with the exception of the paper read at the meeting of the national association, at Asbury Park last summer, by Dr. E. E. White, the matter has never been treated at any

national gathering anywhere. Dr. White's paper, the circular summer schools issued by the Regents of the University, and an occasional article in the educational papers, constitutes the whole literature on the subject, with the exception of the circulars issued by the schools themselves. When we consider that there are summer schools in nearly every State in the Union, several such schools in some States, and that they are not for teachers only, but for nearly all classes of people who are interested in any phase of intellectual work, it is remarkable that the movement has not attracted more attention; the only cause of it to receive any considerable attention, so far, being the Chautauqua movement, which is not the oldest, nor has it many different organizations for summer meetings, though it is probable that it has more attendants, but I think fewer who are really students, a large part of those who attend the various Chautauqua assemblies going solely for recreation, though not without receiving some benefit other than that which comes from recreation. It is no doubt true that the reason why the summer-school movement has not received more attention is because it has been believed that it was ephemeral in its character, and not worthy of more than passing notice. I think this feeling was general; it was certainly mine. About the time of the beginning of this movement the feeling was general that teachers should not study at all during their long vacations; that their work was so wearing that all that time was needed for it. That idea has about passed away. The fact is, that 20 years ago comparatively few intended to make teaching a life-work. It was a temporary employment to furnish pin money for the wife, or to serve as a stepping-stone to something else, usually another profession, and in the latter case, every spare moment, every vacation was wanted for study for the coming life-work. When this condition changed and a large number of teachers looked upon their work as a permanent thing, and better teachers were in demand, those who were capable and ambitious were no longer satisfied to be idle for the whole of a long vacation. This fact has led to the interest in summer schools, and will make them a permanent feature in our educational work. It is true, however, that they need to be classified and their work systematized. They now are too much without a clearly-defined plan. So far, these schools have been a growth, and those who have managed them have felt their way along in uncertainty. There now seems to be a pretty general agreement on the part of those who have had much experience with them as to what their future work of these schools shall be, and what it is likely to be.

Preliminary to a further discussion of this matter, a brief sketch of the rise and growth of the summer-school movement may be of interest and serve to throw some light on the matter of the future work of summer schools.

One of the first of these schools, if not the first, was a class in elementary zoology at Harvard in the summer of 1869. This school is still in existence and has greatly extended its course, but is still mainly a school of science. In 1873 Agassiz founded his famous school at Penikese, which did not long outlive its illustrious founder. Columbia, Cornell, and Harvard, as well as some of the other colleges now maintain summer schools. These have long sessions not less than six weeks, and often longer. At present they furnish the best opportunity for those who wish to make a specialty of some one subject. They do not, however, furnish instruction in pedagogics, and those teachers who want methods and principles will do better to go elsewhere. If a teacher wishes to make a specialty of some branch of science or some language, and must make use of a vacation or vacations for this purpose, then these schools are the best help at present available.

In 1874 Bishop Vincent established the school at Chautauqua, which is the parent of somewhat more than 50 other summer assemblies on the same plan. Some of these have a department especially for teachers, though they have not been a great success, because they are only a small feature in a great work. These departments at the Chautauqua assemblies are a mistake, and will greatly hinder the work that should be done. If a teacher wishes a rest, and with it general culture that has no direct relation to school work, then Chautauqua is an excellent place to go; and if every teacher could spend one summer at Chautauqua it would be a grand thing, but he should not go there for the work that is to be directly applied to school. That can be obtained better elsewhere.

There have also been established many special schools, among which are, "The Summer School of Philosophy," at Glenmore, N. Y.; "The College Students Conference," at Northfield, Mass.; "School of Applied Ethics," at Plymouth, Mass.; and many others, for such subjects as music, drawing, elocution, library work, economics, agriculture, mechanic arts, etc., etc.

Summer schools are not held in this country only, but also in England, Germany, Wales, Switzerland, Norway, Sweden, Japan and even Turkey.

Summer schools, designed especially for teachers, are of later date than those already mentioned. The first was organized at Martha's Vineyard, in 1878, but dealt at first with subject

matter only. The first to make a specialty of pedagogy was the National Summer School, which held its first session in Saratoga in 1885. It deserved its name from the outset. Its instructors came from many States, and its students from half the States of the Union. Since then it has had instructors from nearly every State in the Union, and students from every State and territory, and from Canada, Mexico, the Bermudas, Cuba and England. The National Summer School has had some half a dozen followers. The school at Martha's Vineyard and the one at Bedford City, Va., are about the same in character. The academic work done at first at Martha's Vineyard is still continued. This feature of its work has spread rapidly. In our State there are nearly a dozen summer schools that are substantially drill schools for uniform examinations, the most noted of this class being the one at Owego. These schools have done and are doing a great deal of good, doing work that at present no other agency is attempting to do. The same class of summer schools are to be found all over the country. No one can tell how many there are. About a hundred have been noticed in our educational papers. No doubt there are several hundred of them. Many of them are not well organized, and have no clearly-defined plan. In fact the great weakness of all our summer schools is a lack of definite purpose. This will always be true of most of them, to a great extent at least, so long as they are under private management. Some of the States have done something in the way of having summer schools, or aiding those in existence, among the number being Massachusetts, Connecticut, New Hampshire, Virginia and Minnesota. I hope the day is not far distant when our State will have so good a series of summer schools that no private enterprise can hope to maintain one within its borders. Now, too much is attempted and too little done. These schools naturally divide into three classes, and now each class tries to cover the whole field instead of keeping to its own part of it. This is no doubt largely due to the fact that the schools are maintained by private enterprise, and the temptation is to attract as many teachers as possible, so as to meet expenses. My experience leads me to believe that no good summer school can be made self-sustaining. I reach this conclusion from my own experience. All my own work has been without pay from the beginning, and there has been much other gratuitous work, and yet the expenses have exceeded the receipts by several thousand dollars.

As has been stated, the summer schools naturally divide into three classes. The first and largest number, and the class that

will appeal to the greatest number of teachers, or those wishing to become teachers, is the drill school to prepare for the uniform examinations. An ideal condition of affairs would not call for any school of this class, but the condition that exists to-day in our State, and which is likely to continue to exist for an indefinite time, makes such schools almost a necessity. The main object of these schools is to prepare for the uniform examinations. I think it should be the sole object. There should be at least one for every three or four counties. They should be managed and controlled by the State and supported by it. The sessions should be for at least four weeks, and longer if practicable. The wants of two classes of teachers should be met. Those who have had a fairly good education, but have not intended to teach, but by some misfortune have been driven to do so, and find the need of a thorough review. The other class consists of those whose education is deficient and who can not spare the time or money to go to school longer, but must make the best possible use of vacations. For these there should be a graded course, as it is not possible for them to do all the work needed in one session. There should also be a syllabus printed so that they might study during the year. Most of them have small schools and could find much time for study. This plan once put into operation would develop rapidly. The details would soon be worked out and a great deal of good would be accomplished. I know it will be said, and truthfully said, that this plan will not, as a rule, give a good class of teachers, but I venture that most of the commissioners present will say that it would give better teachers than many that they have now. There may be some other classes than the two mentioned that would attend these schools with profit, but I have named the principal ones. It is a mistake to have in these schools, as students, teachers who have a fair education and who have also had considerable experience. The effort to provide for both classes, with their widely-different wants, will be detrimental to the welfare of each.

A second class of summer schools is those making a specialty of one or more subjects. The wants of those needing such schools can be best met at Cornell, Columbia or some other college. Schools at these colleges are better equipped for the work, especially in science, than any school located elsewhere can be. The sessions are long, and each student can work by himself, and do as much as he is able to do. Those who attend these schools usually know just what they want. The number that will attend such schools is small. The colleges will care

for them, and there is no need that the State should interest itself in the matter. It is foolish for any other kind of summer school to attempt this kind of work, but many of them do, to a considerable extent.

The third class of summer schools are essentially schools of pedagogy. They ought to be that simply and solely. The schools of this class are not numerous. The National Summer School, the school at Martha's Vineyard and the one at Bedford City, Va., are the principal ones, and they are much alike. All of them attempt something that should be left to one or the other of the two classes of summer schools previously mentioned. The schools of this class are for teachers who have a fair education and who have had some experience in teaching. In fact the better their education and the wider their experience the greater will be the benefit received. Normal school and college graduates will derive very much more benefit from these schools than those who have had only such an education as a good high school or academy will give. A long connection with the National Summer School in a capacity that has brought me much in contact with those in attendance has enabled me to learn the views of those who have been students at the school as well as to furnish me an excellent opportunity of forming views of my own. One year we had nearly 50 normal school instructors present. We have never had a more interested class of students nor those who seemed to gain more from the school. They were from eight or nine different States and from nearly 20 different normal schools. In my opinion there is no other class of teachers who will profit so much from attendance at a summer school as the instructors at normal schools. This not so much on account of the instruction received as from the contact with others doing the same work as themselves, and still more contact with those who are teaching in the schools for which they are training teachers. These instructors are, most of them, cut off from all connection with the schools for which they are training teachers, and in a few years cease to be in touch with them. In this State this is not true of the principals of the normal schools nor of a few of the instructors who, through attendance at the institutes, do keep in touch with the public schools, but the great majority of the instructors do not enjoy any such advantage. Attendance at summer schools would do for them in this particular what attendance at institutes does for the others, and meeting instructors from other normal schools would be of great value to them in many ways. These would be the chief advantages but the lectures given by the very best men and women in the country would not be valueless by any means, even to normal school instructors.

Principals and superintendents need to attend summer school, especially those who do not attend any of our educational gatherings during the year, and even those who do attend these meetings are present for only two or three days at the most, while at a summer school they would meet the best instructors and brightest teachers for two or three weeks. The value of this can not be overestimated. Whatever I have acquired in the past 10 years that makes me of value in my calling has mostly come directly or indirectly through the summer school. At these summer schools there are special meetings, called round tables, of those interested in the same work, one for kindergartners, for primary teachers, one for principals and superintendents, one for normal school instructors, etc. These meetings are very interesting and profitable. They are quite informal and take up such questions as those present wish to discuss. There will be brought together those from nearly every State in the Union, certainly from every section of the country. I know of no other way in which such a work can be so well done.

Such a school appeals to all ambitious grade or departmental teachers—in fact to all ambitious teachers. There is not a commissioner district but has from 20 to 50 teachers who ought to attend such a school. This State ought to fill three or four such schools every summer, and would do so if those who ought to be interested in the matter would work together for that purpose. I have given 10 years to this work and hope soon to give it up. I want to know once more what the word vacation means. But I hope first to see summer schools well established, well classified and controlled and supported by the State as the institutes now are. My experience has shown me so clearly what might be done and the value of the work. I know what our summer school has done for me, for our teachers and for our schools, and I want to see the same results everywhere.

I do not mean that our schools are better than the schools elsewhere, but they were the poorest schools in the State, the poorest of the village schools, I mean; and now they are, perhaps, as good as the average. We owe this chiefly to our summer school. If it would do what it has done for us, for poor schools, what would it do for schools already pretty good?

Teaching is a narrowing occupation, and the better the teacher the greater the danger of growing narrower. Those who know they are doing well are in great danger of not learning to do better. They need to be thrown into contact with others who are doing well also but not quite in the same way that they are. It is by contact with others doing the same work that we are, and doing *it better in some particulars*, and not so well in others, that we

are inspired to do more and better work. Very few teachers can afford to let the long summer vacations pass without getting new inspiration from some source.

Whether the systemless and somewhat spasmodic work that is now being done in this State to maintain summer schools shall become permanent, systematized and valuable will not depend upon what an individual does here and there, but on what the commissioners of the State and the Department of Public Instruction do. I have confidence that the department will do its part well when it is apparent that it will be sustained in the efforts it may put forth in this direction. Such a system of summer schools as this State might easily maintain at very little expense would be of almost incalculable value. It would tend to bring into harmony and bind together various forces that are now working independently and sometimes at cross purposes. It would in time do very much to make teaching a profession. It would give to teachers that power which a united body of earnest workers always has. It would tend to do away with those disagreeable peculiarities and weaknesses that are the outcome of non-intercourse and isolation. It would arouse a degree of enthusiasm among teachers for good work beyond anything now known. It would do for the many what this and similar associations in this State has done for the few. Do you not think there is enough of promise in this work so that you can well afford to at least give it your influence? Massachusetts, through the influence of the few men on its State board, sent more than 400 teachers to Martha's Vineyard last year. How many can this body of over 100 men and women send to the summer schools of this State this year if they wish? It is worth while to make the best use of the existing schools, and labor for better ones in the very near future? To one who has had a long experience in this work it seems as though there was no work that you could do that would give promise of so great returns, and what you may do in this direction will not hinder any other work that you are doing. It will help every good work you are trying to do. Every capable teacher whom you induce to attend a summer school will return to her work with an increase of skill and enthusiasm that will affect all with whom she comes in contact.

Dr. Sheldon.—I am very much interested in the summer schools. I spent one summer myself at Glens Falls and consider it one of the most profitable summers I ever spent in my educational work, and every one of my teachers who spent summers in these summer schools have been much benefited by

such attendance. I believe in an extension of this work, and that it should be sustained. I believe them worthy of the support of the State Department, and will be glad to do anything in my power to forward a movement in this direction.

Commissioner C. D. Hill.—I had a summer school last summer, and I found out that we could not do anything that would pay. I was money out when I got through; but it did a great deal of good. I told Mr. Bardeen I wanted the best teacher he could hire. She came there and did grand work, and my teachers were enthusiastic over the work, but I do not think I could do it next summer.

Commissioner Weinmann.—In order to bring this matter to a head I move you that Superintendent Williams, Dr. Sheldon, of Oswego, and Dr. Jones, of Plattsburg Normal School be appointed a committee from this association, who shall have power and shall be instructed by this association to confer with the officers of the Department of Public Instruction, with a view to securing State aid for summer schools.

Motion seconded and carried.

Motion made to adjourn. Lost.

Commissioner C. D. Hill, of the special committee on regulations, made the following report:

Your committee upon changes in rules and regulations would respectfully report as follows:

We recommend:

First. That all changes in the rules and regulations be made but once in each year, such changes to be published and distributed before the June examination and to go into effect the August 1st following.

Second. That an examination based upon Page's "Theory and Practice in Teaching," be required of candidates for third-grade certificates.

Third. That the Department of Public Instruction consider the advisability of granting permits to teach to special teachers of drawing, music, kindergarten, manual training, etc., these permits to be given by the Superintendent of Public Instruction upon credentials prescribed by the department, without taking the uniform examination, and to constitute said special teacher a legally qualified teacher under the statute.

Commissioner Smith, of St. Lawrence, moved the adoption of the report.

Conductor Sandford.—I object to this motion, for I think some parts of the report too radical.

Commissioner F. R. Smith.—I think the association is labor-

ing under some misapprehension as to the report. Primarily, while I signed that report, I told the chairman I rather doubted the advisability of doing it, but I had no particular hesitancy in asking the department to consider it. I think it would be wise for this association to talk it over a little. I do not favor permitting a teacher to draw \$100 for teaching music, or other special subjects.

Mr. Finegan.—There is a general school law, which has been in operation for over five years, which gives the State Superintendent of Public Instruction the authority to issue special licenses for any school district in any commissioner's district in the State for a period of six months, and it seems to me that if anything is needed along that line we have the remedy at hand without further legislation. The Department seldom exercises the authority that is given it in this direction, not because applications have not been made. During the past year and several years in the past there have been many applications to the department asking it to exercise this discretion and issue special licenses to teachers of penmanship, drawing and music, and everything else. And now, if we are going to single out a teacher in drawing or penmanship or in music, why not in arithmetic or geography, or any other subject, made a specialty by these teachers, and issue them special licenses. I would protest, then, most seriously against the language used in that recommendation. If the time has come in this State, when we need to give special licenses to teachers who are doing this line of work, it seems advisable for this association to make a recommendation that special examinations be prepared for this purpose, and not recommend that certificates be issued without examination. Let them be licensed as other teachers are and show that they are proficient along the line they are expected to teach.

Mr. Carey.—I once knew a teacher who received a salary of \$50 a year in one of the union schools of this county, and that school was drawing \$100 a year for her services.

On motion of Commissioner F. R. Smith, the last resolution in the report was stricken out and the remainder of the report adopted.

On motion, the association adjourned until 9 o'clock Friday morning.

FRIDAY, JANUARY 18, 1895.

Meeting called to order 9.30 a. m.

President Wilson in the chair.

Commissioner C. D. Hill addressed the association as follows:

NEEDS OF OUR PUBLIC SCHOOLS.

The needs of our public schools is a subject that should commend itself to our most careful attention. That physician who makes the best diagnosis of his case is most likely to give aid to his patient. And so, if we commissioners can find the ailment of the educational system we can more easily find a remedy for that ailment.

In the few thoughts that I shall advance, I shall confine myself principally to that department of our public school system known as the rural schools. It shall be my aim to give what I believe to be their needs, and to set forth a method of helping them.

In studying this subject we have to do with five different factors, (1) the child, (2) the subject-matter, (3) the agent that brings child and subject-matter together, or, in other words, the teacher, (4) the manner of bringing child and subject-matter together, which is called method, and (5) such necessary adjuncts as the text-books, apparatus, library, etc.

In the papers and discussions which have preceded, the child has been considerably discussed, as to whether it should be compelled to attend school or not, conveying it to larger schools, etc. Therefore, these remarks will be directed toward the last four.

Probably no one will dispute me when I say that reading, spelling, writing, language, arithmetic, geography, physiology and hygiene should enter into every common-school course. Many would add to their list; none would take away. Do the rural schools need to have these subjects more thoroughly taught?

Reading is the most important subject in the common-school course. You need not take my word for it. Here are the words of others:

The necessity of a high standard of reading becomes more and more apparent when it is remembered that no other study can be pursued with profit, when the pupils lack the ability to read intelligently.—Superintendent John Morrow, Alleghany City, Pa.

Reading, as the basis and instrument of all literary education, is the most important branch of school instruction.—Kiddle and Schem's Dictionary of Education.

During the past year I have heard almost every pupil in my district read. My observations show me that the greatest need in my district is above the primary grade, lying chiefly along three lines: First. In a large number of schools the pupils had much trouble in pronouncing the words, the teacher or some pupil pronouncing from three to 10 words in every verse, and in some schools at least one-third of the words in the paragraph were unknown. Second. Pupils read without expression and in that sing-song way so prevalent in the rural schools. Indeed, I am especially interested in trying to do away with this kind of reading. All my life must I struggle against wrong habits of reading, learned in the rural schools; and never, I fear, shall I entirely break from them. It seems to me this could be helped by having a first-class teacher at the institute, who should instruct the teachers in reading, by teaching them to read well one or more selections of prose and several of poetry. Third. But bear in mind that however important it may be to read aloud fluently and well, the chief aim is to be able to get and retain the thoughts from the printed page. It is at this point that pupils fail more than at any other. Can it be done? It can, and to a surprising degree. How? Make every reading exercise a thought lesson. Hold the pupil responsible for the thought of every lesson. At first he finds it hard, but gradually acquiring strength, by the continually repeated effort, he can, after a while, read a piece once and be able to give in his own words the substance of the article. What have you done when you have given the child this power? You have given to him the key that will unlock the door to knowledge. History is easy to him. The sciences are at his command. In fact, there is nothing in a literary education but that is within his reach.

Primary reading in my district is in very good condition. Dr. H. R. Sanford, at my spring institute, gave several class exercises, which aided my teachers very much. I would advise that the doctor's notes on reading be placed in the hands of every teacher in the State.

The Department has caused a wonderful advance in the teaching of spelling, and I will pass that subject by, with this thought: The report of the "Committee of Ten" may be all right, but don't give up the spelling class in the normal schools.

Several years ago I visited Syracuse to look into the method and observe the results obtained from the Wells' system of penmanship used in the public schools of that city. A grade consisting of some 30 pupils from 13 to 16 years of age, each wrote a page for me to take home as a specimen. There was not a poorly-written page in the lot.

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The necessity of a high standard of reading becomes more and more apparent when it is remembered that no other study can be pursued with profit, when the pupils lack the ability to read intelligently.—Superintendent John Morrow, Alleghany City, Pa.

Reading, as the basis and instrument of all literary education, is the most important branch of school instruction.—Kiddle and Schen's Dictionary of Education.

During the past year I have heard almost every pupil in my district read. My observations show me that the greatest need in my district is above the primary grade, lying chiefly along three lines: First. In a large number of schools the pupils had much trouble in pronouncing the words, the teacher or some pupil pronouncing from three to 10 words in every verse, and in some schools at least one-third of the words in the paragraph were unknown. Second. Pupils read without expression and in that sing-song way so prevalent in the rural schools. Indeed, I am especially interested in trying to do away with this kind of reading. All my life must I struggle against wrong habits of reading, learned in the rural schools; and never, I fear, shall I entirely break from them. It seems to me this could be helped by having a first-class teacher at the institute, who should instruct the teachers in reading, by teaching them to read well one or more selections of prose and several of poetry. Third. But bear in mind that however important it may be to read aloud fluently and well, the chief aim is to be able to get and retain the thoughts from the printed page. It is at this point that pupils fail more than at any other. Can it be done? It can, and to a surprising degree. How? Make every reading exercise a thought lesson. Hold the pupil responsible for the thought of every lesson. At first he finds it hard, but gradually acquiring strength, by the continually repeated effort, he can, after a while, read a piece once and be able to give in his own words the substance of the article. What have you done when you have given the child this power? You have given to him the key that will unlock the door to knowledge. History is easy to him. The sciences are at his command. In fact, there is nothing in a literary education but that is within his reach.

Primary reading in my district is in very good condition. Dr. H. R. Sanford, at my spring institute, gave several class exercises, which aided my teachers very much. I would advise that the doctor's notes on reading be placed in the hands of every teacher in the State.

The Department has caused a wonderful advance in the teaching of spelling, and I will pass that subject by, with this thought: The report of the "Committee of Ten" may be all right, but don't give up the spelling class in the normal schools.

Several years ago I visited Syracuse to look into the method and observe the results obtained from the Wells' system of penmanship used in the public schools of that city. A grade consisting of some 30 pupils from 13 to 16 years of age, each wrote a page for me to take home as a specimen. There was not a poorly-written page in the lot.

How is it in the rural schools? My observations have convinced me that there is an imperative need along this line. Children grasp the pen as if life depended on their holding it tight, and by dint of great effort succeed in writing two or three lines during the period for writing. Thousands and thousands of young men and women to-day dread to make the attempt to write a simple letter, and when they do write, it is with tribulation that they do it. In my own case, my teacher told me that I would certainly pass the "Regents" in arithmetic.

I tried and my attempt was an utter failure, not because I would not work the problems, but because I could not write without great effort.

Writing should be taught so thoroughly that the hand would work automatically. The teacher of instrumental music insists that the pupil shall hold her hands in just such a position. She must practice taking scales until the movements become habits. Then, and not till then, can she succeed as a player. So in writing, the correct position must be used, the pen held correctly, and the hand so brought under control by constant daily practice that the letters of the alphabet are formed automatically.

Imagine a person trying to write a composition, and all the while the effort to write is aggravating both mind and body. I repeat, "There is an imperative need for better work in this line."

However, probably the poorest work of all in the rural schools is done in the teaching of language. At the recent principals' meeting at Syracuse this need was discovered. The Regents have shown that they deem the study of English very necessary. Indeed, educational men everywhere are alive to both facts; that it is very important, and that the subject is very poorly taught.

A very practical way of remedying this in rural schools was that suggested by the late Conductor Langtry in the institute. Children should copy in script each and every reading lesson through the first, second and third readers. Very often require the child to tell or write the substance of the lesson in her own words. The child, by being brought into contact with the sentence, becomes acquainted with it.

The four subjects mentioned above, reading, spelling, writing and language, are the foundation upon which every education must be built. Every one of them should be so thoroughly taught that its processes become habits. And when the pupil has these subjects thoroughly at his command he is in condition to make rapid progress in other work.

I shall mention but one other subject, and that is arithmetic. Those who have charge of the statistics of the uniform examina-

tion tell us that not 50 per cent. of the teachers pass this subject. In my own examinations, young people, 18, 19 or more years of age, bright, sensible young ladies and gentlemen, have taken the examination in arithmetic and obtained such standings as these: Fifteen, 23, 17, 10, etc.

My observations have caused me to believe that the difficulty lies chiefly in the poor teaching done in the fundamental processes (notation and numeration, addition, subtraction, multiplication and division), fractions and decimals. Not long ago I visited a school having a class of about 10 in percentage. I noticed that they worked with much hesitation, and when easy problems, not found in the book, were dictated to them, they failed utterly.

With the teacher's permission, I sent the class to the board, giving them this problem: $6.4 \div .008$. Not one in the class could work it. I then changed the problem to this, $6.4 \div 8,000$. Not one in the class could work this problem, either. That class was simply wasting its time. And this is not an exceptional case. More than one-half of the pupils in my county, when I entered office, were sadly deficient in the processes above mentioned. Nor is this trouble in Lewis county alone. From my own experience I can testify that the same is true in four other counties. And the standings obtained in the uniform and other examinations show conclusively that there is need of more thorough work in arithmetic throughout the State.

That we need better teachers in the rural schools is evident. The question is how to get them. I believe the solution of this problem was indicated in that most excellent article given by the Hon. Elisha Curtiss condemning the training class. Make the training class strong. Be especially careful that each member shall be strong in subject-matter before leaving the class. In this way trained teachers will be given to the public schools.

There is great need of uniformity of method in our rural schools. Take an illustration. The trustees of a village school not far from my home, some years ago, hired a graduate of the Cortland normal school. He taught grammar according to the Cortland method. Next year a graduate of Potsdam was employed. Of course he used the Potsdam method. Then came another graduate from Cortland, next a teacher who had no normal training, and lastly a graduate of the Brockport normal school was employed. No two of them used the same method and, indeed, differed materially on the subject-matter. There is the same diversity of method in other subjects. It is evident that something should be done to obtain uniformity.

Pupils in the rural schools are very deficient in knowledge about such things as name of the President of the United States, town they live in, common things which they ought to know.

To remedy this I sent forth a circular letter as follows: Pupils should know the name of their town, county, State, country, President, Governor, Superintendent of Public Instruction and supervisor.

Pupils should know the capital of the United States, of their State, county seat, name of the days of the week, names and location of the towns in the county. Other matters were mentioned in the circular which time will not permit me to mention here.

We also need more stability to our educational system, and we should have uniformity of text-books.

The needs of the public schools given in this article are not hypothetical, they actually exist to-day in the rural schools of the State.

Superintendent Bull.—On this question of teaching our children the name of our officials I had an experience a few years ago that may interest you. I saw in one of our educational papers a letter that had been written by some teacher who was visiting England. It was assumed that the children in English schools were more carefully taught than the children in American schools. Upon a visit at one of our schools, the teacher introduced to me an English boy who had just come to this country. Then I asked the question "How many of you know who is the President of the United States?" to my amusement there was not more than a dozen who knew the name. I said to the class, here's an English boy. They have no President in England; will you please give this class the name of the English Queen? He answered, "I never heard of her."

Conductor Downing.—What the gentleman has said about this matter of rural schools I think is an appropriate subject for this body to discuss.

There has been no formal paper upon the subject, but there has been an explanation of the work in the rural schools from the stand-points of a man who knows what he is talking about. He has told us of a difficulty in the common school problem, and that is, that we are not teaching our boys and girls so that they know things they pretend to know. The teachers of our schools think that they must have a text-book. The boys and girls come out of these schools without any positive definite knowledge of what they are learning.

Commissioner Wiswell.—A great majority of the teachers are very ready and very desirous of knowing how to do this work right. If that were not so we would be in a helpless condition, but a great majority of the teachers do not meet us and they have first to hear how to do this.

Dr. Verrill favored a series of these questions in current topics and civil government; such questions as any intelligent teacher ought to know about, even if he had not taken civil government with his regular study. Let us continue this same system, hold on to it 20 years and there will be a wonderful change.

Commissioner Douglass.—I was much impressed with the discussion, but as I look over the work in the light of experience it seems to me that it is not strange that things are no better, but that we have cause of congratulation that they are not any worse. Most of our school buildings are very unattractive. Trustees are frequently changed. It is the duty of the trustee, in his opinion, to change the teacher in his school and it seems strange that things are no worse than they are. I do not believe there will be much change for the better until we adopt the township system and have the tenure of office of teachers more permanent and have better teachers to take charge of our rural schools.

Commissioner Pintler.—The arguments of the commissioners emphasize the fact that the greatest want of the common schools is the want of common sense on the part of the teachers. I believe in normal schools, yet in my own district the poorest teaching that I have seen was by a graduate of a normal school. There is no school in the world that will furnish common sense to a teacher, and unless she has that she is unfitted for a teacher.

Dr. Sheldon.—Without the material to work upon, it is impossible to make good teachers. First, we must have the man. We can not make a man unless we have a person of good judgment and common sense. No normal school, training school or any other school can make a teacher out of a person if he or she does not have good common sense; but I do not propose to discuss a question that has been so well discussed this morning, and in which I was deeply interested. I desire to call attention to the importance of properly grading the work of the public schools. I mean all the schools that belong to the Department of Public Instruction. We have the rural schools, the city school, the graded school. We have the training schools, the normal schools and the teachers' training classes. But there are no proper relations existing between these different departments of the public schools. Some system ought to be arranged so that these would be united. It has been suggested that the rural schools should receive more attention. In my opinion they are more neglected than any other part of the system of public schools in this State. In regard to the training classes, I was greatly interested in the paper read by Professor Curtiss. It seems to me that it covered the point admirably, and the suggestions there ought to be carried out.

Dr. Cheney.—The fact that an earnest, almost unanimous opinion, can be expressed on a subject like this morning, in an association so important as this, is to me a very encouraging sign of the times. I believe that this is one of the most profitable discussions that this association has had in a large number of very profitable discussions during this session. The points that have been made can not be too strongly emphasized. The fact that the rural schools are being considered so carefully is indeed something that is very encouraging in its influence upon those of us who perhaps, are engaged in high-school work. The fact that almost universally at the present time it is being recommended that the pupils from the country districts shall know more about the servants of the State and of the flag. In teaching the matter of the flags, great care should be taken. There is a great need that strong effort be made in the direction suggested by Commissioner Hill, and am glad he expressed the point as strongly as he has.

Superintendent Williams.—There is one thing that has not been mentioned; that is the influence of the home upon the school, and the influence the school should have upon the home. The average parent is going to turn the child over to the school for his education. This is an unfortunate condition of affairs, and it has been so since I have been closely connected with rural schools. The spirit with which the child comes into school, and which he brings toward it from his home, is a powerful factor in school work. We all know there is a quiet spirit of antagonism in the child against the school.

Commissioner Parkhurst.—It seems to me there is one thing that has not been touched upon this morning. If we do not have those boys and girls in the schools we can not teach them arithmetic, grammar and geography. We ought to have them in school. The Compulsory Education Law is something in this direction. There is not a commissioner here who is not anxious to have this matter carried forward; but it is a fact that unless some provision to enforce the law and it is made somebody's business to look after the matter of truants it will not be looked after. I would therefore offer the following resolution:

It is the sense of this body that the duties of truant officer for the rural schools of each town devolve upon the town clerk of said town, and that we request our committee on legislation to use its influence with the Legislature to make the foregoing an amendment to the present Compulsory Education Law.

Resolution adopted.

REPORT OF THE COMMITTEE TO REVISE THE COURSE
OF STUDY FOR COMMON SCHOOLS.

READ BY COMMISSIONER LEON O. WISWELL.

Mr. President and Members of the Association.—In accordance with a resolution of this association, the members of the committee appointed to revise the course of study for common schools met at the "Central City" early in the year and did that work to the best of their ability in the limited time at their command.

They realized that, owing to the diversity in the dispositions and the ability of teachers and pupils, in the management of schools, in methods of teaching, in length and number of terms, and to the variety of text-books in use, there are many difficulties in making an entirely satisfactory course for the great number of common schools in this State. Common schools they interpreted to mean, in this case, the rural schools and the lower departments in the village schools. They firmly believed, however, that almost any orderly plan of action is better than no plan, and that it is possible to lay out an elementary course that shall be a fair guide to all these schools in the selection of what is essential, and that shall even inspire teachers and pupils. Whether they have succeeded in any degree in making such a course, or in improving upon the former one is left to the judgment of others.

Two noticeable changes were made: The work was specified by terms, and the course was extended to cover nine years instead of eight.

It was thought that the first would add needed definiteness to the requirements, and that the second was demanded by the amount of work to be done.

As they progressed in the work the committee became impressed with the idea that a mere outline or skeleton course in the hands of the inexperienced teachers, the very ones for whom they were laboring, would be quite certain to fall short of the highest success unless it were amplified into and supplemented by a hand-book which should contain fuller suggestions on what to teach, and to a limited degree, how to do it, together with hints on using the uniform system of grading, etc. Accordingly, by unanimous agreement, and impelled by what they conceived to be an obligation to the profession, they ventured on the unbidden task of preparing such a manual. This was no new thing, such aids having been prepared and scattered widely in other States, including Illinois and Michigan, but the lines followed by the committee were entirely original. Among the special topics treated are methods in primary work, science

lessons, vocal music, programs, rhetorical training, literature, calisthenics, current events, the making of apparatus, and libraries.

In general, the amount of space devoted to any topic does not indicate the proportionate importance of it, but rather the proportionate amount of help which the committee judged would be needed.

The extreme difficulty in selecting proper books for school libraries, which we so much desire to build up, and in giving suggestions by ordinary correspondence, demanded a paragraph on libraries. As long as men differ in experience and ways of thinking, there will be difference of opinion on the comparative merits of books, but the lists adopted for supplementary and professional reading have the sanction of some of the best informed men in the State.

Superintendent Crooker gave the work his official approval, and encouraged the committee by personal interest and financial aid, for all of which they desire here publicly to thank him.

It was his suggestion that an arrangement might be made whereby the final certificate or diploma should be accepted as a credential on which to enter training classes and normal schools. This has not yet been accomplished; but with strong requirements and reasonable safeguards around the final examination many have thought it could be done with safety and justice. Our State system has circulation, 25,000 copies of the course, on large sheets, and 10,000 copies of the manual have been printed and distributed. The edition of the latter has been entirely exhausted, and the demand for copies continues.

In the main, the revised course and the manual represents the ideas of the committee as to the suggestions most needed by the average teacher in directing the studies of his pupils. The work was necessarily somewhat hasty, however, and the ground was new. The committee, therefore, recommend that, before a new edition is issued, the opportunity be improved to go over every part carefully, eliminating typographical and other errors, and making such alterations or additions as experience may suggest. This important business should be done only by careful, conservative persons of considerable experience.

From motives of economy; the copies now in use were cheaply bound; but future editions should be bound more durably.

All of which is respectfully submitted.

L. O. WISWELL,
H. R. SANFORD,
C. D. HILL,
F. W. KNAPP,
GRATIA L. RICE,
Committee.

On motion of Commissioner Barr, the report was adopted.

On motion of ex-Commissioner J. L. Lusk, the following committee was appointed to continue the work of revision: Commissioner L. O. Wiswell, Commissioner A. W. Wiltsie, ex-Commissioner F. W. Knapp, Conductor H. R. Sanford, Dr. T. B. Stowell.

The report of the auditing committee was received, and, on motion, adopted.

Mr. Skinner.—In this connection, I want to refer to a matter which came up before the association last year. It is concerning the bill of James B. Lyon for \$93 for balance for publishing the pamphlet of the proceedings of this association for the previous year. There was some misunderstanding about the bill, owing to the fact that the State printing house was consumed by fire, and the accounts were lost, and that bill was presented after everybody supposed everything had been paid. I want to say that Mr. Lyon has given the treasurer of the association a receipted bill for the amount, as a contribution toward the success of this association. I would like to have it put upon the records, and a vote of thanks of this association for Mr. Lyon's generosity in this matter.

On motion, a vote of thanks was tendered Mr. James B. Lyon for his generosity to the association in this matter.

The committee on resolutions presented the following report:

The committee on resolutions beg leave to submit the following as expressing the sentiments of this body:

Resolved, 1. That we express to James M. Milne, Ph. D., and W. H. Johnson, of Oneonta, our hearty appreciation of their cordial words of welcome.

2. That we extend to the citizens of Oneonta our thanks for their generous hospitality and especially for the magnificent and sumptuous banquet which they served so gracefully to the association, and compliment the ladies of the Universalist church upon their success.

3. That we express our thanks to the teachers and students of the Oneonta normal school for the excellent entertainment furnished by them at the normal chapel.

4. That we present President Chas. H. Wilson our appreciation for the courteous and efficient manner in which he directed the business of the association, and to the secretaries, Leon O. Wiswell and Miss Ella Gale for the faithful manner in which they recorded the proceedings.

5. That we express to the Hon. J. F. Crooker, State Superintendent of Public Instruction, our high appreciation of his able address before this body and for the helpful and kindly

spirit which he has continually manifested toward the commissioners and superintendents of the State, and for the untiring zeal which he has shown throughout his administration in promoting the educational interests of the State.

A. C. McLACHLAN,
CHARLES RIVENBURG,
MARTHA VAN RENSSELAER.

President Wilson.—You will remember the report in relation to the transportation of pupils from one district to another, that there was a committee appointed to make a report relative to this matter. I have been informed they have no report to make and it rather seems to me that it would be best to leave the matter until our next annual meeting. Before retiring from the office of president of this honorable body I wish to thank you for the aid given me when endeavoring to make this meeting a success, and for the many courtesies received while acting as your presiding officer. I thank you also for the large attendance and I hope it has been to you a meeting full of interest. I assure you that the three days spent here in Oneonta, among these hospitable and entertaining people will be counted among the happiest days of my life. I will not detain you with further remarks. As the committee to conduct the newly-elected president to the chair I name Commissioners Welch and Moran.

Mr. Wilson.—It gives me great pleasure, ladies and gentlemen, to introduce to you Commissioner W. J. Barr, president-elect.

Mr. W. J. Barr.—Fellow members of the convention, I desire to extend to you my sincere and hearty thanks for the honor of being selected as your presiding officer. It gives me pleasure to appoint the following committees: As a custodian to take charge of the stars and stripes, I name James L. Lusk. As a legislative committee, I appoint James D. Sullivan, of the first district of Livingston county; F. R. Smith, of St. Lawrence; Commissioner C. C. Hill, Chautauqua county; transportation agent, Conductor Henry R. Sanford.

Mr. Sanford.—Ten years ago to-day I agreed to look after matters of the association in this respect. I have done the work cheerfully, but I must positively say that I must be released of the work of transportation agent. I must ask that somebody else take the duty from this time. I feel this a duty to myself.

The president named Conductor Stout for the office of transportation agent.

Dr. Cheney.—It seems to me that we ought to take some action about the printing of the pamphlet; that we ought to

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designate some one to prepare a report of the proceedings of the association containing the papers presented and the reporters' minutes and to be published at the expense of the association upon the best terms he can secure.

Motion carried.

On motion, the meeting adjourned.

LIST OF MEMBERS

AT THE

Oneonta Meeting, January 16, 17 and 18, 1895.

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A. M. Wright	Waterville, N. Y.
A. M. Edwards	Syracuse, N. Y.
Fred. E. Payne.....	New York, N. Y.
E. S. Packer.....	Binghamton, N. Y.
George H. Beattys	New York, N. Y.
Fred. H. Blessing	Delmar, N. Y.
George Cooper.....	New York, N. Y.
A. D. Cason.....	New York, N. Y.
K. N. Washburn.....	Springfield, Mass.

N. L. Button.....	Rochester, N. Y.
C. W. Bardeen	Syracuse, N. Y.
G. R. Hodgson.....	New York, N. Y.
George Fenton.....	Broadalbin, N. Y.
Andrew D. Meloy.....	New York, N. Y.
H. T. Stenbeck.....	Boston, Mass.
L. L. Naramore	Springfield, Mass.
H. W. Marsh	Binghamton, N. Y.
William W. Lipley	Springfield, Mass.
W. R. Glen	New York, N. Y.
A. F. Babcock.....	Petersburgh, N. J.

LADIES.

Mrs. Thomas E. Finegan.....	Albany, N. Y.
Mrs. A. S. Downing.....	Palmyra, N. Y.
Mrs. George Fenton.....	Broadalbin, N. Y.
Miss Gertrude M. Bacon	Buffalo, N. Y.

APPENDIX.

EXHIBIT NO. 5.

New York State Teachers' Association.

PROCEEDINGS OF THE FORTY-NINTH ANNUAL MEETING HELD AT
SARATOGA SPRINGS, JULY 9, 10 AND 11, 1894.

spirit which he has continually manifested toward the commissioners and superintendents of the State, and for the untiring zeal which he has shown throughout his administration in promoting the educational interests of the State.

A. C. McLACHLAN,
CHARLES RIVENBURG,
MARTHA VAN RENSSELAER.

President Wilson.—You will remember the report in relation to the transportation of pupils from one district to another, that there was a committee appointed to make a report relative to this matter. I have been informed they have no report to make and it rather seems to me that it would be best to leave the matter until our next annual meeting. Before retiring from the office of president of this honorable body I wish to thank you for the aid given me when endeavoring to make this meeting a success, and for the many courtesies received while acting as your presiding officer. I thank you also for the large attendance and I hope it has been to you a meeting full of interest. I assure you that the three days spent here in Oneonta, among these hospitable and entertaining people will be counted among the happiest days of my life. I will not detain you with further remarks. As the committee to conduct the newly-elected president to the chair I name Commissioners Welch and Moran.

Mr. Wilson.—It gives me great pleasure, ladies and gentlemen, to introduce to you Commissioner W. J. Barr, president elect.

Mr. W. J. Barr.—Fellow members of the convention, I desire to extend to you my sincere and hearty thanks for the honor of being selected as your presiding officer. It gives me pleasure to appoint the following committees: As a custodian to take charge of the stars and stripes, I name James L. Lusk. As a legislative committee, I appoint James D. Sullivan, of the first district of Livingston county; F. R. Smith, of St. Lawrence; Commissioner C. C. Hill, Chautauqua county; transportation agent, Conductor Henry R. Sanford.

Mr. Sanford.—Ten years ago to-day I agreed to look after matters of the association in this respect. I have done the work cheerfully, but I must positively say that I must be released of the work of transportation agent. I must ask that somebody else take the duty from this time. I feel this a duty to myself.

The president named Conductor Stout for the office of transportation agent.

Dr. Cheney.—It seems to me that we ought to take some action about the printing of the pamphlet; that we ought to

ASSOCIATION OF COMMISSIONERS AND SUPERINTENDENTS. 1191

designate some one to prepare a report of the proceedings of the association containing the papers presented and the reporters' minutes and to be published at the expense of the association upon the best terms he can secure.

Motion carried.

On motion, the meeting adjourned.

spirit which he has continually manifested toward the commissioners and superintendents of the State, and for the untiring zeal which he has shown throughout his administration in promoting the educational interests of the State.

A. C. McLACHLAN,
CHARLES RIVENBURG,
MARTHA VAN RENSSELAER.

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ASSOCIATION OF COMMISSIONERS AND SUPERINTENDENTS. 1191

designate some one to prepare a report of the proceedings of the association containing the papers presented and the reporters' minutes and to be published at the expense of the association upon the best terms he can secure.

Motion carried.

On motion, the meeting adjourned.

LIST OF MEMBERS

AT THE

Oneonta Meeting, January 16, 17 and 18, 1895.

STATE DEPARTMENT OFFICERS.

J. F. CROOKER, State Superintendent..... Albany, N. Y.
CHARLES R. SKINNER, Supervisor of Institutes..... Albany, N. Y.
THOS. E. FINEGAN, Examination Clerk..... Albany, N. Y.
GEO. B. WEAVER, Apportionment and Statistical Clerk, Albany, N. Y.
ELISHA CURTISS, Inspector Training Classes..... Sodus, N. Y.
JOHN L. SWEENEY, Inspector Training..... Cassville, N. Y.
A. C. HILL, Examiner Albany, N. Y.
J. H. MANN, Examiner..... Albany, N. Y.
C. W. HALLIDAY, Examiner Albany, N. Y.
S. W. MAXSON, Examiner Albany, N. Y.
E. A. WAUGH Record Clerk..... Albany, N. Y.
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Isaac H. Stout Geneva, N. Y.
A. S. Downing..... Palmyra, N. Y.
A. C. McLachlan..... Seneca Falls, N. Y.
Welland Hendrick..... Cortland, N. Y.
Miss Gratia L. Rice..... Buffalo, N. Y.
Mrs. B. Ellen Burke..... Malone, N. Y.
Miss Florence B. Himes..... Albany, N. Y.
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Dr. E. A. Sheldon..... Oswego, N. Y.
Dr. T. B. Stowell..... Potsdam, N. Y.
Dr. F. S. Capen..... New Paltz, N. Y.
Dr. William J. Milne..... Albany, N. Y.
Dr. F. J. Cheney..... Cortland, N. Y.
Dr. John M. Milne Geneseo, N. Y.
Dr. James M. Milne Oneonta, N. Y.

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Charles N. Cobb	Albany, N. Y.

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Sherman Williams	Glens Falls, N. Y.
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Mrs. John W. Kniskern.....	Deposit, N. Y.
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Seth S. Allen.....	Peru, N. Y.
John W. Scott.....	Taghkanic, N. Y.
John D. Mickle	Chatham, N. Y.
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Hiram Bogardus.....	Coxsackie, N. Y.

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J. Frank La Rue.....	Carthage, N. Y.
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Charles Van Marter	Newfield, N. Y.
Miss Ella Gale.....	Groton, N. Y.

ASSOCIATION OF COMMISSIONERS AND SUPERINTENDENTS. 1195

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Millard W. Baldwin.....	Port Ewen, N. Y.
Edward C. Douglas.....	Ellenville, N. Y.
Miss Roxie G. Tuttle.....	Glens Falls, N. Y.
Miss Myra L. Ingalsbe.....	Hartford, N. Y.
Freeman Pintler.....	Ontario, N. Y.
Walter S. Allerton.....	Mount Vernon, N. Y.
Farrington M. Thompson.....	White Plains, N. Y.
Merritt B. Hale.....	Warsaw, N. Y.
Frank W. McElroy.....	Bliss, N. Y.
Llewellyn J. Barden.....	Gage, N. Y.

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Myron Schermerhorn	Glenco Mills, N. Y.
John D. Scott.....	Liberty, N. Y.
F. W. Knapp.....	Marcellus, N. Y.
John D. Cary	Richfield Springs, N. Y.

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Dr. Charles Verrell	Franklin, N. Y.
A. R. Getman	Richfield Springs, N. Y.
F. A. Johnson	South Hampton, N. Y.
Grant L. Bice	West Fulton, N. Y.
W. L. Millias	Delanson, N. Y.

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George W. Gilchrist.....	Davenport, N. Y.
J. F. Rich.....	Batavia, N. Y.
L. F. Stillman.....	Cortland, N. Y.
Randolph McNutt.....	Buffalo, N. Y.
H. W. Childs	Syracuse, N. Y.
A. D. Perkins.....	Syracuse, N. Y.
A. M. Wright	Waterville, N. Y.
A. M. Edwards	Syracuse, N. Y.
Fred. E. Payne.....	New York, N. Y.
E. S. Packer.....	Binghamton, N. Y.
George H. Beattys	New York, N. Y.
Fred. H. Blessing	Delmar, N. Y.
George Cooper.....	New York, N. Y.
A. D. Cason.....	New York, N. Y.
K. N. Washburn.....	Springfield, Mass.

N. L. Button.....	Rochester, N. Y.
C. W. Bardeen	Syracuse, N. Y.
G. R. Hodgson.....	New York, N. Y.
George Fenton.....	Broadalbin, N. Y.
Andrew D. Meloy.....	New York, N. Y.
H. T. Stenbeck.....	Boston, Mass.
L. L. Naramore	Springfield, Mass.
H. W. Marsh	Binghamton, N. Y.
William W. Lipley	Springfield, Mass.
W. R. Glen	New York, N. Y.
A. F. Babcock.....	Petersburgh, N. J.

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Mrs. A. S. Downing.....	Palmyra, N. Y.
Mrs. George Fenton.....	Broadalbin, N. Y.
Miss Gertrude M. Bacon	Buffalo, N. Y.

APPENDIX.

EXHIBIT NO. 5.

New York State Teachers' Association.

PROCEEDINGS OF THE FORTY-NINTH ANNUAL MEETING HELD AT
SARATOGA SPRINGS, JULY 9, 10 AND 11, 1894.

NEW YORK STATE TEACHERS' ASSOCIATION.

FORTY-NINTH SESSION.

SARATOGA SPRINGS, 1894.

OFFICERS.

President.

GEORGE E. HARDY, Grammar School, No. 82 1st Ave. and 70th St., N. Y.

Vice-Presidents.

S. G. WILLIAMS Ithaca.
WAYLAND E. STEARNS Mohawk.
MRS. J. F. HOPKINS Brooklyn.
JENNIE B. BROOK .. Elmira.

Secretary.

WELLAND HENDRICK Cortland.

Assistant Secretary.

C. H. VAN TUYL Hamilton.

Transportation Agent.

ARTHUR COOPER 3 East 14th street, New York.

Treasurer.

PERCY I. BUGBEE. Oneonta.

Superintendent of Exhibits.

E. C. COLBY 13 Exchange street, Rochester.

Executive Committee.

GEORGE E. HARDY, Chairman, *ex-officio*.

C. STEBBINS Brooklyn.

C. F. WHEELLOCK Albany.

(Terms expire 1894.)

JAMES M. CASSETY Buffalo.

M. J. MICHAEL Fort Plain.

(Terms expire 1895.)

E. N. JONES Plattsburgh.

I. E. YOUNG New Rochelle.

(Terms expire 1896.)

PROGRAM.

MONDAY EVENING, JULY 9, 1894.

8 o'clock.

Address of welcome to the association —

Hon. George M. Crippen,

President Board of Education, Saratoga Springs.

Address of the president: "The Schoolmaster"—

Principal George E. Hardy, New York city.

Annual educational address: "A City University"—

Hon. Seth Low, President of Columbia College, New York.

TUESDAY MORNING, JULY 10.

9:30 o'clock.

Business meeting of the association.

10 o'clock.

The Human Interest of the High School Classics.

Eleanor McCulloch Gamble, Normal School, Plattsburgh.

Discussion.

A Needed Reform —

Hon. Charles Bulkley Hubbell,

Commissioner of Education, New York city.

Discussion.

Compulsory Education —

Hon. John Jasper, Superintendent of Schools, New York city.

Discussion.

TUESDAY EVENING, JULY 10.

7:45 o'clock.

Business meeting of the association.

8 o'clock.

Address — The Outlook for the Rural School —

Commissioner Ellis D. Elwood, Ilion.

1202 . DEPARTMENT OF PUBLIC INSTRUCTION.

8:30 o'clock.

Annual Address of the State Superintendent —

Hon. James F. Crooker,
State Superintendent of Public Instruction, Albany.

WEDNESDAY MORNING, JULY 11.

9 o'clock.

Business meeting of the association.

Election of officers between 9:30 A. M. and 11 A. M.

The Rural Schools; Are they keeping pace in improvement with the
city schools?—

Hon. A. B. Poland,
State Superintendent of Public Instruction, New Jersey.

Discussion.

Spontaneity in School Work —

Anna K. Eggleston, Normal School, Buffalo.

Discussion.

Review of the "Report of the Committee of Ten" on Teaching of
Mathematics and Language.

Principal Channing Stebbins, Brooklyn.

Discussion.

Reports of officers.

Reports of committees.

Introduction of new officers.

Adjournment.

NEW YORK STATE TEACHERS' ASSOCIATION.

PROCEEDINGS OF THE FORTY-NINTH ANNUAL MEETING.

MONDAY EVENING, JULY 9.

President Hardy called the meeting to order at 8:05 o'clock and introduced Hon. Geo. M. Crippen, president of the board of education of Saratoga Springs.

MR. CRIPPEN'S ADDRESS.

Ladies and Gentlemen of the New York State Teachers' Association.—Surely it ought to be a pleasant duty for me to welcome to our beautiful village a body of men and women whose lives are given to the betterment of the human race. Were I possessed of the command of the English language of many of you in this audience, whose lifework has been its study—even then I should fail to make your welcome to Saratoga any too cordial.

Doubtless some of you may think that Saratoga welcomes any body of citizens that may choose to come to this fair village. This is true, in a measure, for Saratoga is a cosmopolitan resort and we are accustomed to have with us all sorts of conventions and convention people from the Democratic State convention with the Tammany tiger marching at the front, to the National Educational Association with our mutual friend Cook at its head.

All are welcomed by certain of our citizens, but, for all that, Saratoga discriminates, and I assure you that there are particular reasons why no convention is more welcome than the State Teachers' Association. Saratoga realizes and appreciates the fact that you bring to our midst a class of men and women than which there are none more honorable, and none more highly respected in this fair earth.

Among your officers we are glad to find such names as that of Dr. E. N. Jones, now principal of the normal school at Plattsburgh, and for so many years superintendent of the school system of Saratoga Springs. Also Professor Welland Hendrick of the Department of Public Instruction, and formerly principal of our high school; and Wayland E. Stearns, of Mohawk, for-

merly principal of our largest grammar school; men whose names are known in every household in Saratoga; men whose work and influence has been felt in every part of our community, and to whom our citizens owe much of the success of our school system in the years past.

We are glad to welcome them to their old home, and our citizens generally will be happy in extending to them and to you all a most cordial welcome.

One of the pleasures of your vocation must be in the thought that you have been instrumental in helping so many to become well educated, useful citizens of this great American republic. And that in the hearts of many, very many of those who have caused you numerous weary hours, there lingers, and ever will, as long as life shall last, a pleasant memory of your kind acts, useful help and constant encouragement during their school days.

By referring to your program I observe that this is your forty-ninth annual meeting—nearly half a century of existence. And as you gather here this evening what a pleasure it must be that of looking backward over the years of usefulness, years of hard work, years of trials, years of success. Can you measure, can any mortal measure the good that has been done throughout this broad land by the teachers of this the Empire State during the past half hundred years?

This association is composed of men and women of experience, judgment and wisdom. I doubt if a more practical illustration of this statement could be made than in your wise selection of Saratoga Springs as your meeting place.

You may go east throughout all of that most beautiful part of our fair land—New England; go just as far as this land of freedom extends, go north or go south if you will, and I doubt if you will find in this whole vast American continent a place more beautiful, more healthful, more comfortable, more enjoyable, during these early summer days than is Saratoga Springs, with its half hundred mineral fountains sending forth curative remedies for at least half the ailments that men are heir to, with its hundred hotels, modest or grand as one may choose, its convention hall, its modern school buildings, its mineral baths, its healthful climate, its high elevation, its excellent water and sanitary system, its beautiful homes, its well shaded and nicely kept streets, its attractive drives and parks—not forgetting Woodlawn, to which Judge Hilton, always courteous and kind, gives you cordial welcome to its 25 miles of beautiful drives. In fact, Saratoga, the finest, the grandest convention resort, gives you welcome. Make yourselves at home.

Visit our school buildings. Drink of our mineral waters. Listen to the music at our fine hotels, and above all, come again.

President Hardy replying, said: The New York State Teachers' Association makes a return of thanks for the many courtesies that have been extended in the past and are being extended at present to the association. It is a matter of regret to the association and to myself that the recent railroad strikes throughout the country have diminished our attendance this year; but those of us who are here fully appreciate all the advantages that Saratoga affords us.

PRESIDENT HARDY'S ADDRESS.

Priding ourselves on many things, there is nothing, I venture to say, upon which we pride ourselves more in these latter days of the nineteenth century than our educational activity. Nowadays, nothing is rated cheaper than knowledge, which can be had anywhere for the asking. Everyone, from the deaf and dumb infant to the oldest inhabitant, is called upon to learn something; and the number of things that one may be taught has become amazingly great. In these piping times of peace educational institutions for every conceivable department of knowledge are multiplying on all sides. Comprehensive college courses are planned by sagacious presidents to provide for every want, whether it is for the time and place of the coming football match, or the number of electives in Greek. The courses for grammar schools are daily enlarged and also, they tell us, enriched, while the primary schools have long since passed beyond the modest teaching of the three R's. In a word, the whole field of human knowledge lies invitingly open to whomsoever cares to explore it, and there are teachers a plenty "who can treat, where it is necessary, like the Athenian sophist, *de omni scibili*."

This interest in learning, despite its bustling character, is certainly most excellent and deserving of honest commendation; and though it is sometimes clear that our educational zeal is not always according to wisdom, there are not wanting schools and colleges from which boys and young men go out into the world possessing an education that is in every sense admirable. Unfortunately, such institutions are not numerous, for with all our activity there is no imminent danger of the world becoming over-educated. The danger, and it is a real one, is that we are not educating at all. It seems hard for many worthy people to understand that learning is a real thing; that it can not be acquired passively, taken in at the pores as it were, by the multiplication of books, course of study, and educational institutions. To talk

glibly of the names of learned persons and scientific things, to attend popular lectures, to hold membership in pretentious societies, may be recreations of a bewildering and not wholly unpraiseworthy character, but they are not education. Multifarious studies and a smattering of many things are more likely to distract and enfeeble the mind than to aid in its cultivation and development.

Possessing some notion of the importance of a true education and mistaking the superficial knowledge of a profusion of subjects for the cultivation of the intellect, many otherwise excellent people, and among them not a few teachers, have convinced themselves that the salvation of the world can come only through much teaching and many studies. These worthy people hold to the belief not simply that certain subjects may be learned and acquired by apt minds, but that all things from patriotism to psychology may be analyzed, reduced to a system, and taught successfully to the children in our schools. With them even instruction has come to be a matter of method, not of subject; they concern themselves wholly with the "how" and rarely with the "what" and "why."

If I were to do what many a wiser man has attempted to do and failed — namely, to frame a definition of education that would be approximately complete and satisfactory — I would with proper modesty attempt it thus: Education is the result of all the forces to which a man is exposed from within and without during his journey through life; each of these forces has something to do with molding his character and with making him a man. This definition is comprehensive and, as will be seen, includes not only the cultivation that is the result of the study of the arts and of letters, but also the knowledge that comes from human experience. Commencing with the cradle and ending only with the grave, human experience, that most potent of educational forces, is constantly at work. Every human being must undergo this inevitable training; for "it is not a question whether he is to be educated or not, but simply how, or to what end, he is to be educated." *

To recast Shakespeare's well-known lines so as to have them read,

"All the world's a school,
And men and women merely scholars,"

would be to set forth an emendation that the critics would not take kindly to, but which would be fully as valuable as three-fourths of those that now lumber the pages of our Shakespeare.

* "Lectures on Linguistic Methods," S. S. Laurie. London, 1890.

Such a re-reading would, however, be of service, inasmuch as it might in this age of universal instruction bring home to the pedagogic mind a great truth, for the world is the great school-room in which we daily assemble to listen to life's roll-call. It is on the world's hard benches that we study and ponder the lessons of life, lessons whose real significance we so often fail to grasp. From life's compulsory education there are no truants. The child whose father's hand still guides its uncertain footsteps—nay, the very babe who but now is nestling on the mother's breast, have already begun their studies. It is in life's vast schoolroom that the many pains of a man's seven ages are passed, and it is through its doors that we make our final exit to the vast beyond. Yes, life is for us all the greatest, as well as the sternest of schoolmasters; and fortunate indeed for us if early we have

" Learned to trace
The day's disasters in his morning face."

In the popular discussions of education which chiefly concern themselves with such questions as courses of study, standards of admission, and the shortening and enriching of the school courses, we will seek in vain for some mention of the true end of education, that stern ethical discipline of the will, which finds its standard not in the varying opinions of men, but in the moral ideal, which of all human ideals must ever come first, since in it is embraced our entire being. If we were to judge from the reports that are published from time to time by the various educational committees, it would seem as if mere knowledge—utilitarian knowledge, which can be bought and sold; the knowledge of facts, which is only less misleading than the knowledge of figures—were the sole instrument for training the conscience, the moral judgment, and the will of the child. A scheme of moral training such as this is doomed to failure. For it is not within any teacher's experience that the study of "Civics" ever transformed a bad boy into a good citizen, nor does it seem rational to believe that ethical results can be the necessary outcome of purely intellectual training. An eminent Scotch professor of pedagogy is in the habit of telling his young teachers again and again that "the knowledge which is not woven into life and conduct is so far from being wisdom that it is often an enemy of wisdom and an obstructor of wise counsel." When we attempt to make the good citizen without first making the good man, we are but paralleling the labors of the Israelites when they were compelled to essay the task of making bricks without straw.

A blind old man in the seventeenth century has given a definition of education that is a truer and a better one than any of

those framed by the many word-mongering educational guides and "psychologists," who beset us to-day at every turn and corner of our professional life. In his "Treatise on Education," John Milton says: "I call, therefore, a complete and generous education, that which fits a man to perform justly, skillfully and magnanimously all the duties of life, public and private, of peace and war;" and 3,000 years before Milton wrote and sang, a Hebrew sage told the world to "Train up a child in the way he should go, and when he is old he will not depart from it." These definitions, every teacher, from the rural schoolmaster to the college professor, would do well to keep in mind for the bettering of his pupils, his work and himself.

However, my purpose at present is not so much to discuss the problem of general education as to present for your consideration some views on the most important factor in all education, namely, the schoolmaster. When the critic discusses the schoolmaster, he is either the theme of the critic's admiration or the target of his ridicule; there seems to be no *via media*.

Socrates, as quoted in quaint old Roger Ascham's "The Schoolmaster," declares "that no one goeth about more godly purpose than he that is mindful of the good bringing up both of his own and other men's children;" and Cicero says, "What greater or better service can we render to the State than by teaching and educating the young?" A recent writer in the *Contemporary Review*, in discussing the value of the teacher, pays these beautiful tributes to the worth and modesty of the schoolmaster: "St. Chrysostom exclaims, 'There is no greater art than this of education; for what is equal to the power of disciplining the character and molding the understanding of a youth?' I do not know in recent times a more stirring answer than that of Lacordaire, the famous Dominican friar, to the Court of Peers in France, who asked him what his profession was, when he replied simply, "A schoolmaster," unless it be the answer of his friend, the Comte de Montalembert, the noblest specimen, I sometimes think, of the modern French nobility, to the same question, "A schoolmaster and a peer of France." Nay, it was but the other day that a learned and humble man of science, who will live in history as having declared that he had "no time to make money," began his will with the modest words, so great in their modesty, "I, Louis Agassiz, teacher."

Turning now from these noble tributes, let us listen to what is said on the other side. In his "Literary and Social Studies," the gentle essayist, Richard Malcolm Johnson, himself a teacher, has this to say of the craft: "Professional men are generally repre-

representative. The priest and the magistrate, born and reared among the people, are like the constituency which has elevated and which sustains them. To this rule the schoolmaster is an exception. Not but that there are many—and we could wish there were more—who truly dignify their calling, grace any society in which they move, and worthily represent its love of knowledge, as the priest does its love of virtue and the magistrate its love of justice. We are not speaking of these, however, but of the general class; and taking them as a class, it were indeed a pity for society if they did represent it." And elsewhere he says: "There is no pursuit which, from long persistence in the way in which it is often practised, so disqualifies a man for good society as that of keeping a school."

Perhaps as good an illustration as any of the current appreciation of the schoolmaster and his work is to be found in "Saracinesca," by F. Marion Crawford. In this novel and its two sequels, "Sanit' Ilario" and "Don Orsino," this clever American writer has given us a series of graphic and important studies of Italian life and conditions during the latter half of the present century. In "Saracinesca," the most perfect story of three, the old order had not changed in Italy. Popular education in its modern interpretation was still awaiting the advent of the "New Italy," and "Progress" was in the minds of most men not unjustly associated with revolution.

Giovanni Saracinesca, the son of a feudal prince, and the hero of the novel, has the following conversation with Del Ferice, a somewhat sorry apostle of modern progress. To the question of Del Ferice whether on account of an infusion of progressive ideas, a change of government would not be of immense advantage to Rome, Saracinesca makes reply: "I do not desire any change. Nobody who owns much property does; the revolutionary spirits are the people who own nothing."

"But on the other hand, those who own nothing, or next to nothing, are the great majority," said Del Ferice.

"Even if that is true, which I doubt, I do not see why the intelligent few should be ruled by that same ignorant majority," answered Saracinesca.

"But you forget that the majority is to be educated," objected Del Ferice.

"Educated is a term few people can define," returned Giovanni; "any good schoolmaster knows vastly more than you or I. Would you like to be governed by a majority of schoolmasters?"

"That is a plausible argument," laughed Del Ferice, "but it is not sound."

"It is not sound!" repeated Giovanni impatiently. "People are so fond of exclaiming that what they do not like is not sound. Do you think that it would not be a fair case to put 500 schoolmasters against 500 gentlemen of average education? I think it would be very fair. The schoolmasters would certainly have the advantage in education, but do you mean to say they would make better or wiser electors than the same number of gentlemen who can not name all the cities and rivers in Italy, nor translate a page of Latin without a mistake, but who understand the conditions of property by practical experience as no schoolmaster can possibly understand them? I tell you it is nonsense. Education of the kind which is of any practical value in the government of a nation means the teaching of human motives, of humanizing ideas, of some system whereby the majority of electors can distinguish the qualities of honesty and common sense in the candidate they wish to elect. I do not pretend to say what that system may be, but I assert that the education which does not lead to that kind of knowledge is of no practical use to the voting majority of a constitutionally governed country."

Such indictments are not pleasant reading; but in these estimates of a whole profession made so frequently, I am inclined to believe that society is not entirely wrong; it is the belief of many that society is entirely right. This being the state of affairs, in what way can matters be mended? Shall we schoolmasters turn to society and request it to revise its judgment upon our asking? Society would reward our ingenious request with its politest smile of incredulity. Rather let us consider what are the conditions over and above the mere art of keeping school, to which the schoolmaster must conform, if ever he hopes to gain for himself a dignified position.

At the outset, I take it for granted that the schoolmaster is pure in mind and upright in life. Supremely important as these virtues are, this is neither the occasion nor the place for their consideration. It must suffice here to say, that without them success is impossible. Into the discussion of whether there is, or is not, a science of education, I have not time to enter at length. Certainly the old-fashioned notion that anyone can teach, especially anyone who has been incapacitated from active service, or who has scored a failure in other employments, has had its day, and is fast giving way before the popular conviction that no teacher is competent to teach who has not been trained in professional methods. The evolution of the teacher on this side is told so entertainingly by Mr. Tate, in his "Philosophy of Education," that a part of his account is worth reproducing here. "Fifty years ago," he says, "any-

body was considered good enough for a schoolmaster. If a tradesman failed in business he was considered learned enough for a teacher. A feeble, sickly youth, who was not considered strong enough to practice any regular trade, was thought to be sufficiently qualified to undertake the duties of school-keeping; if a mechanic happened to get his limb fractured, he would, as a matter of course, save himself from starvation by opening a school. When a man who had seen better days applied to the parish officers for outdoor relief, they gravely debated the question whether it was more expedient to send him to the quarry to break stones or to confer on him the office of parish schoolmaster.*

Happily, matters have improved with these late years, and cripples and "stickit" ministers have given way to the professional teacher. Pedagogics now claims to be science, and has its place in university courses. Educational discussions occupy much space in the periodicals, while the printing press is almost daily delivered of some treatise on education. So large is the output in one form or another of printed educational matter, that the danger to-day would seem to lie in the utter bewilderment of the young teacher in his attempts to distinguish between the many conflicting opinions and views on pedagogic philosophy, pedagogic science, and pedagogic methods, with which the columns of every educational journal teem.

Much of this matter is rendered meaningless on account of the curious jargon of barbarous English and German terminology in which it is written, and which can only have the effect of further confusing the mind of the young schoolmaster, and setting him to wonder what it all means. When lost in these interminable mazes, it would be well for him to remember that the two writers of modern times who have given the greatest impetus to educational discussions, and who have changed more or less the practice of educational art, were men who knew nothing of what we call professional training, who had little or no experience in the actual work of teaching, and whose writings need no glossary to render them intelligible to the reader.*

But more important even than professional training are two qualifications which the schoolmaster should possess: He should enjoy a liberal education, and he should be a gentleman. Lacking either of these, the full measure of his success as a teacher is forever denied to him.

* In a note, Professor Tate supplements the above statement with the following odd statistics: "In the towns of Newcastle and Gateshead (England), 80 years ago, two schoolmasters had wooden legs, one had a cork leg, two went upon crutches, two were little better than deformed dwarfs, and not a few were 'stickit' ministers and broken-down tradesmen."

† John Locke and Herbert Spencer.

Cicero, in discussing man's mental excellences, tells us that the first of these excellences is "knowledge, for its own sake." "We are all of us," he says in his "Offices," "drawn to the pursuit of knowledge, in which to excel we consider excellent; whereas, to hesitate, to err, to be ignorant, to be deceived, is both an evil and a disgrace." Nor does he hesitate to declare that this same search after knowledge is "a condition of our happiness." Cardinal Newman, in his "Idea of a University," tells us that the object of a liberal education is "to remove the original dimness of the mind's eye; to strengthen and perfect its vision; to enable it to look out into the world, right forward, steadily and truly; to give the mind clearness, accuracy, precision; to enable it to use words aright; to understand what it says; to conceive justly what it thinks." "A man so educated is one," he says, "who apprehends the great outlines of knowledge, the principles on which it rests, the scale of its parts, its lights, its shades, its great points and its little, as he otherwise can not apprehend it. Hence it is that his education is called liberal. A habit of mind is formed which lasts through life, of which the attributes are freedom, equitableness, calmness, moderation and wisdom."

What, it may be asked, is the proper instrument whereby such a general or, it may be, a liberal education can be attained? To save time, I will say that of all the studies that compete for man's attention, literature is the only adequate instrument by which such an education can be acquired. We must distinguish between a literature and a language, for literature is more than language. The literature of a country includes not only the language, with all its varied terms and idioms, but also the whole product of thought that has been gathered within the confines of the language, and of which the language is the outward expression. To make my meaning clear, let me quote from M. Taine, who has this to say on the subject: "The more a book represents visible sentiments, the more it is a work of literature: for the office of literature is to take note of sentiments. The more a book represents important sentiments, the higher is its place in literature; for it is by representing the mode of being of a whole nation and of a whole age that a writer rallies around him the sympathies of an entire age and an entire nation. This is why, amid the writings that set before our eyes the sentiments of preceding generations, a literature, and notably a grand literature, is incomparably the best."

Whether of all literatures the English rather than the Greek or Latin literatures is the "grand literature," which M. Taine says is "incomparably the best," is an interesting question, which I have not time to discuss. To simplify matters, I will

assume that English literature is the best one for our purpose; and I come to this conclusion the more readily because I do not believe it is possible to know the English language perfectly, with all its wonderful resources, varieties and subtleties of expression, without a knowledge of Latin and Greek, for these languages lie at the very foundation of our speech. Without study of the ancient languages, the schoolmaster can neither know nor love his mother tongue; without this knowledge he is seriously handicapped in his efforts to acquire an education; he limits even his usefulness in his own profession, since the English language is his sole instrument for the expression of his thoughts and the dissemination of his knowledge.

The schoolmaster should know not only the glories of English literature, but the crowning glories of all literature. Whether his reading be great or small, so far as it goes, it should be general. "A wise education, and so judicious reading," says Frederick Harrison, "should leave no great type of thought, no dominant phase of human nature, wholly a blank."

"Certain spirits," says Matthew Arnold, "are of an excellence almost ideal in human lives; the human race might willingly adopt them as its spokesmen, recognizing that on these lines their style and utterances may stand as those not of bounded individuals, but of the human race." Who these "spokesmen of the human race" are, is no esoteric knowledge known only to the initiated few. "The world has long ago closed the great assize of letters and judged the first places everywhere."

Whatever else the schoolmaster reads, he should know his Homer, his Dante, his Shakespeare. With the blind Greek poet he should follow Ulysses in his wanderings, sail with him "beyond the sunset, and the baths of all the western stars," and mingling with many people study human life in all its phases, till he one day may say with Ulysses, as Lord Tennyson makes him say,

"I am a part of all that I have met;
Yet all experience is an arch where through
Gleams that untraveled world, whose margin fades,
Forever and forever, when I move."

With scrip in hand he should accompany Dante and his companion into the dread confines of the "Inferno," wherein humanity has become entangled in the woods of error and of sin. The journey will be a long and dreary one, and even in this dismal abode he may long to lay himself down and rest. But the words of the master will rouse him up as they come to his ears: "It now behoveth thee to shake off all slothfulness; for fame comes not to him who sits him down or lies abed; without which who

consumes his life leaves on earth such traces of himself as smoke in air or foam on water. Arise, therefore! Conquer thy panting with the soul that conquers every battle, so be it that it sinks not down with its heavy body.

The schoolmaster must read Shakespeare, not read about him. Shakespeare is the chiefest master of our English speech, the head and front of our English literature. As poet, writer and philosopher, whom have we of English tongue who holds up so faithfully to us the mirror of life, manner and passions? Who offers us a wider or a truer study of humanity? In him we study human character in all its phases, in "scenes from which a hermit may form a just estimate of the doings of the world, and a confessor predict with certainty the progress of its passions."

The schoolmaster should read many books. His library must not be the lean, starved collection of volumes, chiefly text-books, that constitute the sole literary possession of so many of the craft who, like Omar, believe that all outside of their Koran is either irrelevant or superfluous. Books are never the inanimate, dead things that they often seem to the vulgar mind. It is true, as the poet has said, that "a man may be deep versed in books and shallow in himself," yet it is through books alone that we can come in contact with the wisdom of the world; through them without stirring from our native roof we may become traveled men of large experience, in touch with the great world around us, and face to face with the living men and real things that fill it; through them we come into the presence of the master minds of the earth, commune with the mighty dead, and drink in inspiration from the saints and the sages of all time. In them the scholar finds enshrined the collected wisdom of all nations and all ages, and from them the humblest peasant can learn the multifold lessons of life.

Enough has been said to indicate to the young teacher in what way the study of literature may give him the largest knowledge, the widest experience, and the broadest culture, and to show him that a liberal education is not merely the means of enlarging the field of his professional work as well as a preparation for the larger life beyond it, but an end sufficiently pleasurable and profitable to be pursued for its own sake. Aristotle, in his "Rhetoric," has summed up the case in these words: "Of possessions, those rather are useful which bear fruit; those liberal; which tend to enjoyment. By fruitful I mean which yield revenue; by enjoyable, when nothing accrues of consequence beyond the using."

Let us now consider the second of our schoolmaster's qualifications, for which a liberal education is a most fitting preparation, namely, that of a gentleman.

"A gentleman," says Richard Malcolm Johnston, "is one who lives justly and considerately before men and humbly before God." "It is almost a definition of a gentleman," says Cardinal Newman, "to say he is one who never inflicts pain; this description is both refined and, as far as it goes, accurate. The true gentleman has his eyes on all his company; he is tender toward the bashful, gentle toward the distant, and merciful toward the absurd; he is patient, forbearing and resigned on philosophical principles. He may be right or wrong in his opinion, but he is too clear-headed to be unjust; he is as simple as he is forceful, and as brief as he is decisive. Nowhere shall we find greater candor, consideration, indulgence; he throws himself into the minds of his opponents, he accounts for their mistakes." What a model for children would such a schoolmaster be! How easy would be his work! How fruitful would be his life! How great would be his reward!

And when we consider the first lesson that should be taught the child and the strongest motive that moves him, who but a gentleman is needed in the schoolroom? What, let us ask ourselves, is the first lesson that should be taught a child? Surely it is reverence for what is highest above him, and for what is highest in him. And what is the strongest motive that we find in the child? The desire for esteem, the wish to be thought well of by his parents, his teachers, his friends, his companions. It is their approbation or their blame that holds for him the mirror up to nature, so that in it he may see by reason of their esteem, or lack of it, his worthiness or unworthiness. Next to themselves to whom, let parents ask themselves, should they be willing to intrust this tender, plastic, boyish nature, whose intellect and whose character are yet unformed and unfashioned. "In these forming years his young eyes should still behold the same fair sights of integrity and courage and dignity and courteousness in the man, and of purity and gentleness and grace in the woman, who are to stand related to him as the parents whom he has left under the roof tree at home."

It is only the schoolmaster who is a gentleman that can command the child's reverence and exercise a rightful claim upon his loving esteem. He alone it is that can cultivate and develop the sentiments of honor and reverence, and be able to transfer this boyish measure of self-respect from without to within. He alone it is that can bind the hearts of the young to his own with bands of steel and teach them not only the lesson of self-knowledge, but also the greater lesson of self-control, and thus impress upon their youthful minds

"Self-reverence, self-knowledge, self-control;
These three alone lead life to sovereign power."

"Let it be our hope," says James Russell Lowell,* "to make a gentleman of every youth who is put under our charge; not a conventional gentleman, but a man of culture, a man of intellectual resource, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul. We can not do this for all — at best, perhaps, only for the few, but

"That few is all the world, which with a few
Doth ever live and move and work and stirre."

When the schoolmaster, emancipated from the petty and fretful details of his daily labors, is able to accomplish such enduring work; when he has so ordered his own life that in him the scholar and the gentleman are united, and of him the world can say:

"And thus he bore without abuse
The grand old name of gentleman."

then, as "the old order changeth, yielding place to the new," will society revise its judgment, and greeting the schoolmaster with affection, gladly restore to him his rightful dignity.

Let us, fellow-teachers, strive earnestly for this new order to which the old must inevitably yield. Let us give heed to the prophets who from time to time are raised up among us to make straight our paths. And hearkening to one among them, let us ponder his words in our hearts:

"O,* brother schoolmaster, remember evermore the exceeding dignity of our calling. It is not the holiest of all callings; but it runs near and parallel to the holiest. We have usually to deal with fresh and unpolluted natures. A noble calling, but a perilous. We are dressers in a moral and mental vineyard. We are under-shepherds of the Lord's little ones; and our business it is to lead them into green pastures by the sides of refreshing streams. Let us into our linguistic lessons introduce imperceptibly all kinds of stories; stories of the real kings of earth, that have reigned in secret, crownless and unsceptred, of the angels that have walked the earth in the guise of holy men and holier women, of the seraph-singers whose music will be echoing forever.

"Yes, friend, throw a higher poetry than all this into your linguistic work, the poetry of pure and holy motive. Then, in the coming days, when you are fast asleep under the green grass, they will not speak lightly of you over their fruit and wine, mimicking your accent and retailing dull, insipid boy pleasant-

* Oration on the Two Hundred and Fiftieth Anniversary of Harvard College.

† Day Dreams of a Schoolmaster, D'Arcy W. Thompson.

ries. Enlightened by the experience of fatherhood, they will see with a clear remembrance your firmness in dealing with their moral faults, your patience in dealing with their intellectual weakness. And calling to mind the old schoolroom, they will think, 'Ah! it was good for us to be there. For, unknown to us, were made therein three tabernacles; one for us and one for our schoolmaster, and one for Him that is the friend of all children and the Master of all schoolmasters.' Ah! believe me, brother mine, where two or three children are met together, unless He who is the Spirit of gentleness be in the midst of them, then our Latin is but sounding brass and our Greek a tinkling cymbal."

President Hardy, in introducing President Low, of Columbia College, New York, spoke as follows:

I take it as a particular favor that I have the honor to-night to introduce to you President Low, of Columbia College, because he is an exceedingly busy man. I think that we are under a special debt of gratitude to this gentleman, and I am sure that we are glad to be assembled here to-night. The annual educational address of the New York State Teachers' Association has long been a feature. Many distinguished men have delivered the address on similar occasions. I now take great pleasure in introducing Mr. Seth Low, president of Columbia College.

Hon. Seth Low said:

Mr. President, Ladies and Gentlemen of the New York State Teachers' Association.—The only thanks that I can express, Mr. Chairman, adequately for your generous introduction are in the paper which I shall now read to you:

SETH LOW'S ADDRESS.

If one were to stand in the principal despatching office of the Western Union Telegraph Company, the imagination could hardly fail to be touched as it followed the busy fingers of the operators. Quietly, and with the same unconsciousness of wonder, messages are sent to the next city or to the farthest empire in the world. One message perhaps is of infinite concern to the person who receives it, while another affects the fate of nations. One may bring tribulations and anguish, and another fill the heart with joy and thanksgiving. Countless persons the world over, and innumerable interests, are affected every day by the messages that proceed from that single center. Something of the same impression is made upon a thoughtful man as he stands in the midst of a great library. The silent volumes remind him that even the dead still speak with power to the living. The master minds of humanity command his homage still, no matter what their race or country. Up to this

great deposit of intellectual wealth the people come as they might go to the window of the savings bank, each one to draw out of the vast aggregation that which belongs to him. The serious find in the library food for reflection. The gay, the sad, the toiler and the loiterer—all find among the books that which they seek. Thus the influences that proceed from a great library are as manifold as the men that use it. Similarly, as I stand in the presence of this great body of teachers from all corners of the State, I realize that in you also there resides that mysterious power of influence destined to have its effect for weal or woe upon the generations to come. Boys and girls in countless numbers come under the influence of your personalities, and in greater or less degree these children as men and women will be what you make them. You will readily understand, therefore, that I stand in this presence with a certain sense of awe as I reflect upon the solemnity of the work in which you are all engaged.

Your president has intimated to me that you are likely to be as much interested in hearing from me as to the special work which engages my own attention as you would be if I were to try to speak to you upon problems that are more particularly your own. I have chosen, therefore, as my theme for this evening, the topic, "A City University." I have ventured to do so, first of all, because the domain of education is at unity with itself from top to bottom. It is an interesting and suggestive fact, historically, that the higher education as represented by universities is a much older thing than any system of primary and secondary education as represented by the public schools. In other words, an educational system has never been developed from the bottom up. It has uniformly been developed from the top down. Even in our great commonwealth of New York, the venerable college over which I have the honor to preside is older by many years than the public school system of the State. It is probably safe to say, also, that the public school system of New York, speaking both of the State and of the city, owes as much to two of the graduates of Columbia College, Alexander Hamilton and DeWitt Clinton, as to any other two men. Thus it will appear to thoughtful minds that so far from there being the slightest antagonism between universities and the system of public education, there is, as matter of fact, the closest connection between them, and there ought to be, and I believe there is, a very warm feeling of mutual regard. I feel, therefore, that in speaking to you upon the theme of a city university, I am talking of that which is in a very real sense a matter of concern to you all, no matter in what corner of the State you are carrying on your work.

We use words in America so carelessly, though I dare say the habit is not peculiar to ourselves, that I must first of all attempt to define what I mean by a university. I do not mean, then, a college in the customary American sense, though that may indeed be a part of a university. Neither do I mean simply an aggregation of several schools under one control, for such schools may wholly lack the university spirit. I mean by a university, an institution whose aim it is to give to the scholar and the specialist, whether professional or nonprofessional, the utmost opportunity for studying any subject which the resources of civilization can command. The university, for example, should equip the lawyer not simply so that he may pass the examination for admission to the bar, but so that he shall understand the philosophic basis and the historical development of the law, and shall know how to use books in such a way as to carry on during all his professional life the growth that may have begun within the university. Similarly, the physician should be taught not simply how to practice medicine, but how, under favorable conditions, he may himself carry forward the healing art into regions that it never yet has entered. I said that by a university I do not mean a college. It has always been the just and proud boast of the American college that it has developed men. There never was greater need than there is now for such work to be done. It would be a sad day for the country if any development of the educational system should obliterate from the experience of our young men the college opportunity. Nevertheless, it is no injustice to the American college to say that it has awakened in its best students desires which it was not itself able to gratify.

Thirty years ago such students went in considerable numbers to Germany and brought back with them the ideal of an education that concerned itself especially with the making of scholars and of specialists. They perceived that under the German system: not only were the old sciences carried forward into new domains, but new sciences, also, were constantly being developed. Of these latter, bacteriology and physiological psychology are among the latest and best examples. The ideal of such an education, which is distinctly the university conception, these young men brought home with them, and with it the just aspiration to develop in this country opportunities of a similar character that should compare not unfavorably with those to be found abroad. They never concealed from themselves the fact that such privileges involve an immense outlay for books and apparatus, and imply an expenditure of money far beyond anything which this country had up to that time bestowed upon the higher education.

Nor was theirs the only influence at work in this direction. Prominent American educators, like President Eliot of Harvard, and President Gilman of the Johns Hopkins University, fully realized the field in this country remaining to be covered. Both of these, each in his own way, and many others, have contributed most importantly to the steps already taken, until now, here and there in the United States the promise, at least, of a great university is beginning to be seen. And it is none too soon. For after everything has been said, it remains true that the world is ruled by its thinkers. A short time ago I learned that Plato was the subject of study in five different courses at Columbia College. In the Greek department he was being studied in the original. In the department of philosophy he was being studied as a philosopher. In the course of political theories he was again the master, while in the domain of literature he was being studied in the course on criticism and in the course on the development of the novel. Thus Plato's master mind is still directly shaping the thoughts of our young men more than 2,000 years after his death.

But the civilization of which Plato was a part is so far away in time as to make its character a matter of indifference to us. It is not so, however, with the civilization of Europe. This is close at our doors, and it would be a serious matter for this country if all our most highly trained minds were to get their training in the university atmosphere of Europe. Already it is matter of comment in the public press that very many of our professors of political economy, for example, are full of ideas that are the product of conditions substantially unknown in this country. No one would wish to prevent any American that wants to from study abroad, but nevertheless it is surely a highly patriotic purpose to try to develop in this country opportunities so good for the most advanced study in every direction that nobody need be obliged to go abroad because he can not enjoy the opportunity at home. Benjamin Franklin long ago pointed out that it was a mistake, as he said, for Americans to allow their children to be trained in Europe, as it was hardly possible to avoid their being trained there out of sympathy with all the conditions of life which they must encounter here. The two continents are nearer together now than they were then, but it still remains true that the conditions of life are widely different in Europe and in America. And it also remains true that the influence of the place is a potent factor in all education. Therefore, I conceive it to be a matter of the simplest statesmanship that America should strive to train at home those who are to be the leaders of its thought.

Coming now to the question of expense, it is conceivable that a college should have money enough. It has a work to do so nearly definite that, with money sufficient for that purpose, there is no absolute necessity for its having more. A university, on the other hand, never can have enough until there are no new regions of knowledge to be explored. It is a commonplace of education that the higher the grade of instruction the more costly it is, and a university must provide for a small handful of specialists, apparatus and laboratories and books so costly in themselves, perhaps, as to pay all the expenses of a moderate-sized college.

You will perceive that I keep in mind as an important keynote of a university the greatest possible opportunity for study and research for the specialist and the scholar. So long as man remains by nature an inquiring being, no more fascinating quest can present itself to his mind than, while standing at the border line between the known and the unknown in any of the great departments of human knowledge, to strive, with patience and with utmost skill, to open up a wider and a further vista for those that shall come after him. It is the part of a university to forward such endeavors as these around the whole horizon of human knowledge. It is the special object of my paper to attempt to show to you how much of this work can be especially well done in a great city. You will pardon me, I am sure, if I speak particularly of the work of Columbia College, an institution, by the way, which keeps its old name of college, notwithstanding the fact it is as truly a university as any educational institution in the land. Thus there have been in the different schools of Columbia College this year 575 men who already hold their first academic degree.

It is an old saying, that "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend." There is in the life of a great city something that summons into action whatever capability a man may have. In such an atmosphere a man is of necessity on the alert if he have it in him to be alert. Such a state of mind is friendly, I think, to the researches that are natural to university life. Cardinal Newman has said, if I remember correctly, that the city is itself a great university, which by its own life calls the attention of the thoughtful man to the products and the achievements of every people under heaven. Certainly in the museums and libraries of a large city are gathered together material for study such as can not be had under different conditions. For some of the professions, as, for example, medicine, it is hardly possible to obtain the materials for scientific instruction except in the midst of a great population.

The physician deals with the ailments of human beings, and it is only where great numbers of people live together that hospitals and dispensaries abound. These afford the only possible opportunities for clinical instruction, on an adequate scale, in medicine and in surgery alike. In another respect the city university in these days had a great advantage. While it is not possible to make a great university in our times without large facilities for experiment and research, and without great collections of books for the students, these things, after all, are not themselves of the essence of the university. A university is made great by its men, and that university in the long run will be the greatest which can attract to itself the ablest men of the times. In these days able men of every kind are drawn to the cities. A city university, therefore, wisely administered and amply endowed, ought to be able to command an able faculty. The city, for similar reasons, is attractive to the best students when they become mature men.

For still another reason there ought to be in a great city a great university. Not even a city can become great simply by absorption. It must give out as well as take in. Precisely, because so much of the intellectual power of the times finds its way to the cities, a city is the natural spot for the development of a greater center of intellectual life and activity such as a university. Trade and commerce and manufactures and finance are indeed powerful factors in building large centers of population. But cities that are to be immortal must have something more than these. They must contribute to the life of the world some of the things that endure, if their name is to be carved forever on the pages of history. Philosophy, literature, art, science, these are some of the things that give to a city where they make their abode a perpetual fame. Therefore, it is certain that a truly great city, as it realizes its opportunity, will throw into its university more and more of its strength as the university justifies its hopes and gratifies its pride. Thus the twin conditions that are vital to the success of a university—opportunity and power—exist in the greatest measure in the greatest cities.

Taking these general considerations for granted, then, let me try to tell you of two or three ways in which Columbia College lately has tried to live up to the measure of its opportunities. I can not think that it will be otherwise than pleasing to you to know that New York's oldest educational establishment is as full of vigor with her 140 years behind her as at any time in all her long and interesting history.

First of all, I would call your attention to the fact that in 1891 the College of Physicians and Surgeons, which up to that time

had been only nominally a part of Columbia Collège, because in fact, by authority of the Legislature, an integral part of the corporation of Columbia College. As a consequence of this, the College of Physicians and Surgeons ceased to be a proprietary medical school. Like most of the medical schools of the country, it had up to that time been a school supported by the fees received from students. You will perceive that this system, as a system, works all the time against the highest educational standards. The temptation is clear, if the fees of the instructors depend upon the number of students who take the degree, that the educational standards should be lowered in order to keep the number of students large. It ought to be stated for the faculty of the College of Physicians and Surgeons that they had wonderfully resisted this temptation, and had constantly raised the standard of medical education given at that college, notwithstanding the fact that every time they did so they decreased their own income from the college. Nevertheless, the system was working against them all the time. By the terms of union between the College of Physicians and Surgeons and Columbia College, the members of the medical faculty were placed upon a salary precisely as all the other professors of the university. This makes every medical professor independent of fees and tells powerfully, as you can imagine, for the maintenance of the highest educational standards. Physicians in various parts of the country have said that no single step has been taken at any time in this country more important to medical education throughout the United States than the union between the College of Physicians and Surgeons and Columbia College, involving, as this union did, the financial independence from fees of the medical faculty and the strengthening from the endowments of Columbia of all the laboratory and research work of the College of Physicians and Surgeons. Thus you will perceive that in the direction of medicine and surgery Columbia College has illustrated the university ideal in an inspiring way. Commencing next October the medical curriculum will cover a course of four years.

It has also been our aim to make Columbia College mean more every year to the city of New York. Every winter public lectures are offered by the college, lasting from December to March, inclusive, in co-operation with the Cooper Union, the Metropolitan Museum of Art and the American Museum of Natural History. In return for these lectures all the resources of these great collections are available to qualified students of Columbia for purposes of research. It is the aim of the lecturers, as far as possible, to avail of the collections for purposes of illustration. Thus these collections are given a greater popular value, while, in

time, researches of students will no doubt add to their scientific usefulness.

Again, Columbia has set her hand to the problem of doing for the profession of the teacher what she has long done for the professions of law and medicine. She has recently entered into an alliance with the Teachers' College of New York city, and from this alliance I am confident important results are destined to flow. The Teachers' College is about to begin its work in new buildings that have been erected close by the new site of Columbia College. Columbia hopes to be in her new home by the autumn of 1896. The Teachers' College differs from a normal school in several particulars. In the first place, it is not obliged to give in its own curriculum any of the elements of a general education. Not being a part of the public school system, it is able to require as a condition of admission that its students shall have had whatever education may be necessary before they are admitted. As a result, therefore, it is more completely a professional school than a normal school is able to be. The Teachers' College, again, maintains a series of schools as schools of observation and practice, beginning with the kindergarten and running in unbroken succession through the high school. Teachers who are studying there, therefore, can specialize their study for any grade of school in which they desire to teach; or they may, if they please, get the benefit both of observation and practice in all grades of schools from the kindergarten to the high school. These schools are well equipped and generously conducted, so that the opportunity, so far as this country is concerned, is undoubtedly unique. By the terms of the alliance with Columbia College all the work in the Teachers' College which leads to an academic degree is under the charge of Columbia College, so that students of the Teachers' College may avail of all the instruction which Columbia College offers in philosophy and psychology and education, to say nothing of kindred subjects. A single fee covers the privileges of both institutions. Students of Columbia College, on the other hand, instead of taking their learning in the schoolroom without experience, can avail of all the privileges of the Teachers' College for learning the art of teaching while they are still students of Columbia. The libraries of the two institutions are available for the students of both without charge. Bernard College, a college for women, in close alliance with Columbia College, has become a party to this arrangement, so that women as well as men, so far as Columbia throws open its privileges to women, can share in the benefits of the agreement. I think you will perceive, therefore, that as soon as the three colleges are side by side there is an opportunity here for service to the profession of teaching which can not easily be duplicated.

The latest instance in which Columbia College has endeavored to meet the responsibility of its special opportunities has been in the development of a department of sociology. As to this I can not do better than quote a paragraph from the recent announcement of the college with reference to its courses in sociology:

"It is in the city that the problems of poverty, or mendicancy, of intemperance, of insanitary surroundings, and of debasing social influences are met in their most acute form. Hence the city is the natural laboratory of social science. Here also are to be found the most extensive and modern experiments and efforts toward controlling and remedying these evils. Here the student can observe how far vice, poverty and crime are due to bad economic conditions, how far to neglected moral training, how much simply to the social struggle for life. He can also observe how far the remedial measures are efficient, and in what respects they seem to fail. Such study emphasizes all that is taught by theory, and like 'field work' in natural science it trains the faculties of observation, and makes the subject 'real.' While, therefore, the university is now prepared to offer extensive courses of instruction covering the whole field of social science, the student at the same time will be afforded valuable opportunities of practical work and observation under the auspices of science and the best practice. One side will be used to aid and supplement the other. All practical work should afford material for science; all scientific work should enlighten practice."

One other illustration must suffice. In the days of the revolution no college in the land more powerfully affected the course of events toward the formation of the federal union than Columbia College. The city of New York was then a small place, and Columbia College was exposed substantially to the same conditions as all the others. But one of our own alumni, as the French have it, "changed all that" by carrying through to success the Erie canal. From that time on the city began to close in about the college, so that its relation to the life of the country as a whole began to change. It never has been without conspicuous public men among its graduates, as witness the recent death of Hamilton Fish; but in some ways it became, upon its college side, more the college of the metropolis than of the country. Its professional schools always have been famous and have drawn to its doors many of the brightest men of the nation.

But until the recent reorganization of the college as a university these schools were more conscious of their separate life than of any common bond. Now, however, there is a common life that animates every part, and Columbia College is felt to be something greater than any of its schools. Degrees in all courses

are conferred at the same commencement, and a university council, made up of representatives from every school, largely shapes the educational policy of the university. An interesting result has followed the great development of graduate courses in recent years. For the 24 university fellowships established by the trustees there were recently received more than 200 applications, among which were five from college presidents and 20 from college professors. Thus Columbia is reaching out in quite a new way, and promises to contribute to the educational forces of the Union new and valuable elements. This will restore Columbia, I believe, her old touch upon the country at large, and will make the city of New York of service to the people of the United States as an educational force in a manner worthy of its splendid intellectual resources and its mighty powers.

From all this it will appear, I hope, that in my ideal a city university is very close to the life of the people. It is not so lost in cloudy abstraction as to make it a thing without interest to the active men of the day. It draws its life, on the contrary, from the great springs of life in the midst of which it dwells, but it aims to contribute to the life of its time those elements of knowledge and learning which of necessity can be contributed only by the few. It is true that nations survive only by reason of the intelligence and integrity of character of the great masses of their population, but it is no less true that civilization is carried forward by the great thinkers of the race. These have never been numerous, but when they appear they never fail to lay all humanity under obligations to them. Even a university can not make all of its students wise, few in number as its students are as compared with the population as a whole. On the other hand, the university does offer to such of its students as have it in them to become wise, the best possible opportunity to do so and the greatest possible inspiration. It does this in the confident assurance that no greater service can be rendered to the masses of men than to train in every walk of knowledge some men to the furthest possible point. A democracy, certainly not less, perhaps more than any other form of government, needs the services of such men. It is the glory of our American democracy that it realizes this need and is provided for with generous hand. Everywhere it is the endeavor to keep these privileges of the highest education open, as far as may be, to men of all degrees, for the philosopher, like the ruler of men, is often of lowly birth. There is little to fear, I think, that American universities will ever separate themselves in sympathy from the masses of the people. For universities everywhere and in all times have been the natural nurseries of liberty.

Despotic powers commence their aggressions upon popular liberty by closing the universities. I ask, therefore, on behalf of the universities, from this great gathering of the teachers of the public schools, your unfaltering confidence and your sympathetic support; and I know that I speak not only for my own university but for all the others, which, with Columbia, are striving to lift higher and higher the level of the best education to be had in the United States, when, in return, I pledge to you, teachers of the public schools, the reciprocal interest and unwavering support of the universities.

At the conclusion of President Low's address the meeting adjourned.

TUESDAY MORNING, JULY 10.

The meeting was called to order at 10 o'clock by the president.

The chair announced the following committees:

On exhibits.—Hugh P. O'Neill of New York, Gratia L. Rice of Buffalo, Walter S. Goodnough of Brooklyn.

On Nominations.—A. B. Blodgett of Syracuse, John L. Nicholson of New York, E. Belknap of Lockport, Thomas E. Finegan of Albany, Francis J. Cheney of Cortland, Thomas R. Kneil of Saratoga, Isaac H. Stout of Geneva.

On Finance.—Edward N. Jones of Plattsburgh, C. F. Wheelock of Albany, Henry R. Sanford of Penn Yan, James M. Cassety of Buffalo.

On Resolutions.—Geo. K. Hawkins, of Plattsburgh, A. S. Downing of Palmyra, Henry P. O'Neill of New York, Welland Hendrick of Cortland, Jared Barheit of Long Island City.

On Necrology.—C. W. Bardeen of Syracuse, A. C. McLachlan of Seneca Falls, N. L. Benham of Niagara Falls, Mrs. B. Ellen Burke of Malone, Miss Katherine D. Blake of New York.

Inspectors of Election.—R. Russel Requa of New York, C. J. Jennings of Huntington, L. I., W. C. Franklin of Saratoga.

Superintendent Blodgett of Syracuse said: Forty-nine years ago, in the city of Syracuse, was born the New York State Teachers' Association. We deem it proper that a child should return home on its fiftieth anniversary and visit the old spot. We have to-day in Syracuse, perhaps, the only living person who was present at the organization of this association, at least the only one who is now actively engaged in school work. We desire this organization to meet at Syracuse next year, and for that purpose I desire to offer the following amendment to article eight of the constitution, that said article may read as follows:

The annual meeting shall be held at Saratoga, except for the year 1895, at a time to be determined by the executive committee. In 1895 the annual meeting shall be held in Syracuse.

No further business appearing, President Hardy introduced the first speaker of the session, Miss Gamble, of the Plattsburgh Normal School.

MISS GAMBLE'S PAPER.

The Human Interest of the High School Classics.

Unfortunate Latin teachers who have but three years in which to cover, in some fashion, the whole college preparatory course, are compelled to omit some training which they would like to give their pupils, unless, Joshualike, they can procure that the sun shall stand still over their little valleys of Ajalon while they drill their classes to make the second A of amabamus just as long as the third. Far be it from me to ridicule any shibboleth of my betters, the committee of ten. Yet, I must confess that my attitude toward some of the suggestions of the report reminds me of a small darkey of whom I read in a recent number of the Journal of Education. The obliging urchin called to his mistress, "Miss Sairy, I done full op de jug! Mus' I put any mo' in it?"

As I have been asked to discuss some feature of the document, I have naturally chosen to enlarge upon the recommendation which I can read with fewest pangs of conscience. Those of you who are familiar with the report will remember that the Latin committee suggests as something which should almost "go without saying," recommends indeed as a sort of postscript to the admonitions which are honored with Arabic numerals that the teacher should not be so absorbed in the writings of Caesar, Cicero and Virgil as parsing or pronouncing exercises as to fail occasionally to appease the names of these much murdered worthies by talking about what they really were and what they had to say.

The propriety of the suggestion should be obvious. If the rational motive for studying the ancient languages be that we may hold communication with the great thinkers of antiquity without the intrusion of an interpreter, the feature when our pupils are to deal with Greek and Latin literature as such should begin upon the day when first they close the beginner's book with its mixed-pickle exercises, and should not be postponed like the "to-morrow" of St. Patrick's snakes. You remember how he had promised to let the reptiles out "to-morrow," but every day when they called to know if the time of their release was come he replied, "It is not to-morrow yet, it is to-day." When most of us were in college we took no time to discuss the terrors of Pliny's ghost story or the naivette of Herodotus' lies; we still read from

grammar only. As to information in regard to the common life of the Greeks and Romans, my high school teachers seemed to suppose it would be supplied us in college; my college instructors apparently thought it had been given to us in the preparatory schools; my language teachers left it for the history teacher to impart, and the regents with their pass cards protected me from any formal instruction from anyone in the history of either nation.

I hold no Utopian idea that more attention to Caesar as history or to Virgil as poetry would lead our ordinary baseball and bread-and-butter high school boy to "love his book" much better than he does now. I am not come to offer a receipt for the sugar-coating of educational pills. The young savage suffers when he is tattooed, the young American suffers when he is educated, and both will continue to suffer as long as either tattooing or educations are thought desirable. If Latin and Greek must be taught to young persons to whom language-study is peculiarly incomprehensible and painful, there can be no real remedy for their sufferings. For years in spite of all the "easy" and "natural" methods which are advocated from time to time in the tone of patent medicine advertisements, such pupils must read the ancient languages so slowly and laboriously that if they are in search of poetry or history for enjoyment, they will turn to that which is written in English.

On the other hand, while they would lose their interest in the most exciting modern novel if they had to read it with the aid of vocabulary and notes, our well-thumbed high school classics, with the possible exception of Homer, have a very "pallid interest" for young boys and girls even in translation. The elect few who understand Cicero at all usually enjoy reading him, but most of Caesar and much of Xenophon have no possible interest for them, and we all know how soon the little wretches begin to call Virgil "silly" and to turn his most tragic passages into melodrama. Unless my pupils love language-study in itself my fondest hope is that their encomium on each of their first Greek and Latin acquaintances may be like this epitaph, said to adorn a tombstone in Colorado, "He was not as mean sometimes as he was at others."

"We can learn by doing," said a great teacher. This is the only excuse one can have for offering information on practical matters to another. As I have made certain experiments in teaching the high school classics as literature, I offer you most deferentially a description of them for what it is worth.

Perhaps, I should say here that my pupils almost never know how to tabulate, and as they have no feeling for the relative

importance of ideas, a lecture for them must consist of patient, word-for-word dictation. Otherwise they will make notes only of one's illustrations and figures of speech, and the results are altogether heartrending. All the work I am about to describe is conducted by series of questions which the pupils are compelled to copy, to which minute references are attached, and of which the answers, if they be at all complicated, are, after discussion, written out in class at the dictation of the teacher. A whole recitation every three weeks is devoted to what the students call "the literature questions."

Of all subjects in our American college preparatory course, Caesar is undoubtedly the hardest to teach. Even when the time allotted to Latin in a school permits the class to use some such book as *Gratitum* or as *The Gate to Caesar*, the gulf between the *Beginner's Manual* and Caesar's complicated Latinity is but partially bridged. It is not, however, on account of the difficulties of Caesar's Latin that I would complain of the fact that he is the first Roman author to be connectedly read. It may be well to have the first part of the Latin course hard since it insures the survival of the fittest. The most unfortunate fact in the case is that most of what Caesar has to say can not possibly be made interesting to boys and girls, and so at the very beginning of their Latin course, they are led to feel that there may be what some one calls "insuperable cerebral barriers" to keep them from sympathizing with the old Romans. The results of a war between a civilized and a barbaric nation may be very important to history, but such a war seldom abounds in dramatic incidents, and one desires to be spared the details.

There are, however, four subjects of universal or human interest to be studied in connection with Caesar's Commentaries. One is the Roman art of war, another is Caesar himself, a third is the life of the ancient Kelts, a fourth the civilization of the old Germans, our own ancestors, according, at least, to the orthodox theory of Angles and Saxons.

The Roman art of war is not a subject of romantic interest any more than the stout pilum or javelin with its square handle and heavy iron point with which the legionary soldier conquered the world is a romantic weapon, but the Roman military system is the very pivot of secular history and Julius Caesar is the man who turned it upon its hinges. The sacred east, wide reaches of the wild, portentous north, rugged Spain, the fertile domains of Africa, were conquered and made one by the greedy, prosaic Roman soldier. So ancient history ends. Julius Caesar so changed the constitution of little mob-ruled Rome that she held her conquests for five centuries, long enough to establish in them one body of laws and one religion. The Roman empire fell apart

and modern history began. To me an image of the world's history is a sheaf of wheat diverging at top and bottom on many a different line, but held together in the center with strong cords. This is trite enough to us, but the idea is not so familiar to our pupils, and it is the one idea of all others which every teacher of Roman history or of Roman thought, by endless reiteration, should seek to leave.

In reading Julius Caesar's Commentaries we study Roman warfare in the hands of its greatest master. In our first quarter we have four lessons upon the army that the words cohort, maniples, centurion, and the like may convey a definite idea to the class from the first, and that the poorly-clad, porridge-fed, pittance-paid, heavily-loaded, all-enduring Roman soldier may have some individuality to the student. We fortify a camp with him and beleaguer a town, and build a bridge, and take our places in the battle array with our maniples drawn up in the ordinary checker-board fashion to face the gigantic blue-eyed barbarians of the northern forest. Farther than this we can not resurrect him. Caesar, in his account of Gallic war, gives just one witticism and one heroic speech made by a common soldier. We can not realize that the men of whom so many hundred fell on such and such an occasion were persons with brothers and sisters, small ambitions and heart burnings such as we have, that each was wounded in a different way, and that as each lay suffering he felt that his own death was peculiarly pathetic.

In our second quarter of Caesar, we have two lessons on the general himself. I can not make his personality very real to me. I know that he had a fair skin and black eyes, thin angular features and a bold head, that he was fond of his stern, shrewd, aristocratic old mother, that he was true to his friends and that he mourned for his daughter, though not as Cicero grieved for his. For all this one can not feel as intimate with him as one does with Cicero, or even with Virgil. He was not confidential in regard to his ideals or his estimate of himself in Cicero's fashion or in ours.

The details of his political life are best studied in connection with Cicero's career. While the class is reading the Commentaries he should be studied merely as a general and compared with other commanders (particularly with Napoleon) in respect to that rapidity of movement which is said to have been the real secret of his success, in regard to that singularly considerate treatment of the common soldiers which proceeded from a mixture of generosity and policy, but which won him their death-facing devotion and upon other lines. The wily Roman, the prototype of the still more hypocritical John Bull, should be considered, too, in his dealings with savage nations.

It is impossible to teach anything about Caesar's style to pupils who know no Latin author with which to compare him. In reading him, however, much attention can, is and should be given to the proper mouthing of that language which "by its sonorous, masculine power," was peculiarly fitted to be "the voice of war." Nothing is more salutary even to knowledge of syntax than committing sentences of Latin and Greek to memory. Every word of every sentence should be learned with ear, tongue and eye. "Open thy mouth that thou mayest retain the subject of thy studies and that it may remain alive in thee," said the Rabbis. "Rabbi Elieser had a pupil who studied without articulating the words of his lessons and in consequence he forgot everything in three years."

In the third and last quarter given to Caesar, we spend several days in drawing the portraits of our ancestors, the giant Kelt, with his shaggy head, tight breeches, checkered tartan plaid and gold collar, crouching upon a pile of wolf skins in his thatched hut, carving his dinner from the smoking haunch, served him upon a spit, and the brawny German with his long, fair locks reddened and crisped with strong soap, and his body covered scantily with furs sitting near the fire at a little table of his own like one of Homer's heroes (a sign of voracity in both nations, it is said), taking his meat and cheese, and sad to say, his whisky "straight." "Surely the earth thought she was producing corn," says Tacitus of this beverage new to him; "we have learned how to make even water intoxicating." Some of these details, indeed, must be found by reference to other writers than Caesar; many of them are from Tacitus, an annotated translation of whom the class uses in this connection; but the chapters in the sixth book in which Caesar tells of the customs of the Gauls and Germans are our fullest authority on the one and our oldest on the other, and almost our sole authority on the cruel but mighty religion of Druids. We skip all of the third book except the naval campaign, reading instead of the parts omitted the second crossing to Britain in the fifth book and the chapters mentioned in the sixth. From the first the students make a note of every clue given to the civilization of either nation, such for instance as the boast of the German king Ariovistus that his men had not been under a roof for 14 years. We find the beginnings of the feudal system in Europe, the springs of our American and English local self-government, light upon the status of women in both early nations, a picture of the blazing wicker baskets in which the Druids sacrificed their human victims, and a hundred and one other things of interest to every intelligent person. We are

doing what one seldom does in historical study—we are drinking at the fountain-head.

I need no more than touch upon Xenophon. The expedition of the 10,000 is in itself a sufficiently interesting story if it be read rapidly enough, and abounds in material for character study. Indeed, its greatest interest is that it is as a whole a study in the Greek character, combining as it did the mercurial valor and adventurous spirit of the Frenchman with the avarice and curiosity of the Scot. The curiosity of the Greek was the curiosity of eternal youth. "Greece, the blooming youth of the world," said Hegel, "came in with the youth of Achilles and went out with the youth of Alexander." Xenophon, himself, saw the splendid cities of southern Asia Minor, the ruins of Mesopotamia, the wild mountaineers, the hot springs and the blanket-like snows of the north, through young eyes, poor Xenophon who was so homesick and depressed at the desertion of Pasion and Xenias that he made note of nothing which he saw in passing through the beautiful plain where Antioch afterward stood, save only the sacred doves and fish—gods of the Syrians allied as we know to that Dagon who fell to the ground before the God of Israel in Ashdod.

To sustain interest in the Anabasis it is chiefly necessary by frequent questioning to gather up and hold the threads of the story. We keep a list of the places through which the army passed, marking the dates of arrival and departure, the occurrences and the remarks of Xenophon in regard to city, river or plain. In the first quarter, we devote one lesson to a birds-eye view of Persian history, another to a glance at Greek history down to the Persian wars, a third to the Greek cities in Asia Minor, and a fourth to the struggles between Greek and Persian, Athenian and Spartan. So much history is necessary to any understanding of the significance of the Anabasis. When we finish the first book, we study Cyrus as the ideal Persian; at the end of the second, we consider Clearchus as a typical Spartan. In the third quarter, we have a lesson on Xenophon's life and character, and another on the Greek hoplite.

Julius Caesar seems to us far more the incarnation of Roman imperialism than living man. Cicero stands for all that was best in the old Republic, yet he is to us far more than the embodiment of a principle. He is a friend still warm with life, not noblest, perhaps, but dearest of the ancients. Vain he may have been, but not with the hardened conceit which is so truly said "to carry its comfort about with it," but with the pathetic, appealing, often limping vanity which when wounded we so

often see quivering about the lips of sensitive people around us. Vascillating he was, often, "sterilized by too large ideals," often tormenting himself and his friends quite in nineteenth century fashion with questioning whether he had acted wisely in this case and that, but both his exile and his death were due to action fearless and decided enough to be worthy of Caesar. He was inconsistent in his feeling toward public men such as Caesar and Pompey, at one time filled with distrust, at another carried away by sudden admiration and confidence, and, therefore, he sometimes seemed to have been grossly insincere. Sad to say he was often betrayed into saying what was not true, simply by the fact that he could say it well, a fault from which few witty and eloquent people are wholly free. In his letters to Atticus he was unwise enough to lay bare his soul. There we see some shabby feelings, some mean impulses, but we do not judge ourselves largely on the basis of the selfish thoughts and detestable suggestions which come into our minds unless they bear fruit in action.

To the man who wrote of his little boy as "the honey-sweet Cicero, that most aristocratic child," and proudly allowed him to scrawl a message to Atticus in faltering Greek, at the bottom of his own letter, to Cicero who spoke of his gay-covered parchments as "the soul of his house," to the deserted, sorely disappointed, ailing, fast-aging man who mourned for Tullia in the grove at Astura, we draw very near across the centuries. Like many of us he spent his life in gathering up the fragments of broken toys with bleeding fingers, like many of us he stained much of his best work with fretful tears. It is a thousand pities that his essay on consolation is lost. This is his view of death: "How can any life be called long in which there is an end? When this comes, all the pleasures of the past shall seem as nothing, because there is none to be." Most human sentiment! Whatever evidence there may be that Cicero faintly trusted a larger hope, he was not pious like Virgil, only intensely, pre-eminently human.

During the first quarter given in Cicero, my classes master a short, rough outline of the constitution of the Roman republic, and learn the causes, social, political, and moral for the anarchy in which it ended. In the second quarter, they read Sallust's Catiline in translation, and on finishing the fourth Catiline oration, they make an outline of the conspiracy. In this quarter, also, they read the oration for Archias, and take a look at the mendacious and servile Greeks of Cicero's time and a birds-eye view of Roman literature as a whole. They learn the causes for its rise and decay, what were its excellencies and

its defects, at what period of the world's history it has held the ascendancy over Greek and why, when its three classic periods began and ended, where the writers whose names are most familiar are to be placed, and some definite association with each of them.

In the third quarter we read sometimes one oration, sometimes another, and a letter or two, have more prose composition than at any time in the course, and devote our spare time to Cicero's life and character. We make a table in three columns, putting the events of Caesar's life in one, of Cicero's in another, and events of interest to both in a third, placing events of the same year in horizontal line with each other. If the main points of this table are mastered, the pupil has a knowledge, clear if not profound, of the most stirring but most entangled period of Roman history.

When asked upon examination to tell what he knew of Virgil's personality, I think no pupil of mine ever failed to make this answer: "He was thin, tall and dark. He was gentle, modest and deeply religious, but was bashful and awkward in society. He thought he could learn something from everyone. He was fond of philosophy. He had bad health, suffering much from headache and weak digestion." The students usually remember also the loss of his ancestral farm, his position at the emperor's court, his pursuits on his estate near Naples, the circumstances of his death and the superstitious reverence paid him by mediæval peasants at his tomb, and how he "produced verses by licking them into shape as a bear does his cubs" (*modo atque ritu ursino*) comparing him with Lord Tennyson, who used to smoke 11 pipes over one line. This is the kind of information in regard to dead authors which makes an indelible impression on the youthful mind, but it is also the kind which the poet laureate in his elegant table-talk characterized as a process of ripping figs open, saying that he thanked God Almighty that he knew nothing of Shakespeare except his works. The nature of the epic, natural and artificial, the reasons for Virgil's choice of a subject, the imperial idea embodied in the *Aeneid*, such matters as these my pupils grasp but imperfectly. Nevertheless their teacher strives firmly to implant in their memories a few simple sentences in regard to the aim, spirit and scope of the great poem, trusting that these germs may sometime grow into something comprehensible. When beginning Virgil we usually spend four or five days upon this preliminary work, and upon the most familiar legends of the gods and heroes, studying them not from a philosophical point of view, but from the youthful standpoint, from which the story is all in all. This is the more necessary as some

of my pupils have never heard the name of one classic god, but assure me that Venus is a city, and Mercury, "what is in the thermometer." In beginning Homer, then, little time need be spent upon his theology, since the age-wide difference between his conception of the Olympic gods and Virgil's my pupils have not literary feeling enough to understand. We spend a day, however, upon the development and present state of the Homeric question, and another in learning what great men have said about translating Homer, and about his style.

In studying Homer and Virgil our questions are less logically arranged than those upon the prose writers. The answers form a sort of jelly-cake of general information on the customs, legends and beliefs of the Greeks and Romans, sandwiched with notes upon the literary beauties of the passages most lately read. Homer gives us artlessly but "with the minuteness of a Flemish painter" the earliest description we possess of the life of an Aryan nation. Virgil transfers the customs of the men for whom he wrote to the heroes of antiquity, and incidentally gives us many a picture of Roman life. The epic largeness of scope in Virgil is historical and not sociological, if I may put it so. As but a sixteenth of Homer is read in school it is necessary at the end of the course to read other parts of the poems in translation, and to spend several lessons continuously in studying the civilization of the Homeric Greeks. In Virgil such studies may be made here and there throughout the course. For example, the last scene in the first book is that of an Augustan banquet. Here may be made an excursus on Roman feasts and cooking. Some one says that we receive from the Romans their laws and their cookery. This statement young students consider surprising when they learn that the Romans used honey instead of sugar, which was an expensive drug brought from Arabia, and olive oil instead of butter, which they used for plasters. The Greeks, for that matter, disliked butter also, speaking as disdainfully of the butter-eating Thracians as we might of the puppy-dog-eating Chinese. We study Roman weddings while reading the fourth book, funerals where Misenus is burned in the sixth, oracles in the third, games in the fifth, and so on.

In so far as we have time, we note each incident which Virgil has borrowed from Homer, marking the advance of thought between the earlier and the later part. The most instructive comparison may be made between the visit of Ulysses to the dead and that of Aeneas. Ulysses sailed to the western shore of the western ocean to a land eternally overhung with mists and vapors, and dug a trench, and poured blood into it, and the souls

of the departed came and drank of the gore and were strengthened to converse with him. Virgil's Hades is underground, a land of distinct geography and elaborate rewards and punishments. In Homer's Hades there are no jaws haunted with impalpable monsters, no Charon, no Cerebus, no iron deep-vaulted prison with its moat of whirling flame. There are no abodes peculiarly blest, but Achilles would rather be the poorest of serfs on earth than lord of all the tribes of the dead.

In the poems both of Virgil and Homer one finds many a survival of distinctly savage rites and beliefs. These should always be noted on account of their importance to a true and simple view of classic mythology. Mark, for instance, the viands offered at Anchises' tomb, or the bowls of warm milk and blood poured out for Polydorus. Here we have a feast of the dead, the idea that the souls of the material object may be of comfort to the soul of the departed, found in every savage nation, and yet surviving among people by no means savage. We still have it in a grotesque form among the Russians, where on parents' days the peasants "howl" for the dead, set out upon the grave a cloth containing gingerbread, eggs, cured-tarts, and vodka or whisky, and after the weeping is over eat up the provisions, sipping the vodka, if the departed friends were fond of a glass, with the ejaculation, "The Kingdom of Heaven be his! He loved a drink, the deceased!" We still have it in a pathetic form in this dirge of the Sicilian shepherds quoted by Andrew Lang, "O light of my eyes, what gift shall I send thee, what offering to the other world? The apple fadeth, the quince decayeth, and one by one they fall, the petals of the rose. I will send thee my tears shed on a napkin and what though that burneth in the flame if my tears reach thee in the other world."

Enough passages should be read from a translation of Homer to make the personalities of his most important heroes distinct, the dashing Achilles with his boyish ill-humor, the somewhat grasping and common-place Agamemnon who yet had the *savoir faire* of his high position when he was not crossed, Menelaus, true-hearted gentleman of what already in young Greece was the 'old school, the hard-headed and withal rather hard-hearted Ulysses who yet at the prospect of misfortune could sit weeping on the bed and wish no more to live nor behold the light of the sun. Above all, the volatile, blubbering, generic Greek of Homer should be distinct, fond of excitement but subject to panics, fond of huge joints of roast beef and pork, yet exquisite in his table manners, tender to his own children, but ruthlessly slaying those of his enemies and neglecting those of his dead friends.

It is often and truly said that Virgil's characters are not lifelike. An exception must be made of Dido. Few tragic poets could have entered more deeply into the feelings of an agonized woman than Virgil did into hers, from the morning when she revealed in her conversation with Anna the conflict in her breast between desire and compunction toward the memory of her first love, and when at a word of encouragement from her sister she hastened to sacrifice with nervous eagerness, through all the ebbings and flowings of her passion, to that other dawn when she ascended her funeral pile, and saw all her past life in the flash-light of death.

In describing this last morning, Virgil uses words of color, noteworthy in him because so sparingly employed. Aurora, he tells us, left the saffron bed of Tithonus and sprinkled the earth with light and the dawn began to whiten. Virgil, our pupils should notice, shows a civilized conception of color where he uses it at all. Homer, on the contrary, while he has a keen perception of light and dark, calls oil rosy, wood and stone violet, and even wine-colored.

It is well occasionally to make a study of other descriptive adjectives used by both writers, such, for example, as the appallingly negative ones applied by Virgil to the passage into the world of the dead, "silent," "dark," "remote," "empty." We make lists of "pictures" also, such for instance as the scene which Aeneas saw on the last night of Troy when his goddess mother snatched away the cloud which darkened his mortal vision, and he beheld amid ruin and conflagration the shadowy but awful forms of the gods hostile to Troy. As vivid a picture we have of the abodes of the blessed in book sixth. The elements are green fields, rivulets, tawny sands, whispering groves, a contrast to the golden city of early Christian faith and hope.

With Homer and Virgil our task ends. The Homeric songs are the poems of the world's wild youth. Their interest for boys and girls is immediate, as great but no greater than it is for world-wearied men and women. The "bright speed" of the style is easily realized. That Virgil's style is somewhat artificial the young student unconsciously testifies by his temptation to make naughty parodies. Yet in Virgil, any heart which has so hoped and yearned may find a longing expectation of peace on earth and life beyond which was unknown to any other classic poet. Upon the Homeric poems the dew drops and the sunrise light lies forever. Virgil was of those who, before the dawning of a better day, watch the gushing east and the paling star.

Announcements were here made at this point by the president, concerning the session of the New York State Art Teachers'

Association in the afternoon, and by transportation agent Cooper concerning rates and routes to the national educational meeting at Asbury Park.

President Hardy.—Not long ago one of our commissioners of education of the city of New York brought to the attention of the educational community a great and crying evil. The matter was taken up by the New York principals, was heralded by the press throughout the country and movements inaugurated in all of the large cities of the Union, going so far west as San Francisco. The gentleman who so generously gave his time and attention to this matter we have with us this morning and I take great pleasure in introducing to you Charles Bulkley Hubbell, of the board of education of the city of New York.

Mr. Hubbell said.—I thank you, sir, for your kindly and courteous words of introduction. I can not expect to interest and delight you as the gentleman last did, who unfolded to you his ideas of a great city university; nor can I expect to charm and delight you as that young woman has by that most delightful paper upon the charms and usefulness of the classics, who has just withdrawn from this platform. It has rather been reserved for me as is the custom at the Egyptian feast, at this point, to bring forth the skeleton that shall remind you that not everything to be considered at the feast is of this same charming order. And again I relied somewhat upon my belief that at least among the ladies my masked subject might create sufficient curiosity to bring you before me in the numbers that I now see. I have not been disappointed.

PAPER OF CHARLES BULKLEY HUBBELL.

A Needed Reform.

Mr. President, Ladies and Gentlemen.—I confess to a feeling of earnest sympathy with the sentiment that fell from the scholarly lips of Columbia's gifted president last night, when he said that in his presence he could not escape a feeling of awe as he reflected how largely you controlled the destinies of thousands of our future citizens, and through them the State. Association with you for several years in the humble capacity of school commissioner has not tended to lessen that feeling as it goes out to you and the members of your guild.

You are indeed the standing army of the republic, although you use in your warfare books and not bayonets, brains and not bullets, making common enemy with vice and ignorance wherever found. As we gaze with apprehension upon that blood-red cloud that is all too far up in the western skies, and then con-

template the peaceful if troubled atmosphere that envelops our Empire State, who will deny that the influences of the New York public school teacher and the New York public school system has not contributed much to the well-rounded citizenship and manliness of our workmen, that in times like these painful ones we are now enduring, causes them to think some of their duties as well as of their rights. Education after all is the great preserver of the peace, and I still think that the pedagogue may be a more efficient guardian than the policeman.

It is with some hesitation that I appear before this the most important pedagogic organization in our State, as one of those who will address its members, nor would I presume to do so on any subject relating solely to scholastic instruction. It is because I believe that education even in our public schools is a far more comprehensive thing than instruction, that the acquirement of wisdom is far more important than the acquirement of knowledge, although I can hope to add little to your stock of either, that as a layman I venture to take part in the councils of the school-masters abroad.

In elementary and secondary education there is a philosophy that is not limited by schoolhouse walls, and while "needed reforms" urged by wandering school commissioners may be properly regarded with suspicion, I yet hope that you will "hear me for my cause," for I am persuaded that I can persuade you that it is a good one, if you are not already enlisted under its banner.

The day when the object of an education was believed to be to equip a man to earn a living has passed, and we now understand that the great function of an education is to teach men how to live rather than how to make a living. The justification and object of public instruction supported by general taxation in a free government is to prepare the youth of the land for the duties of citizenship, to intelligently discharge its obligations and enjoy its blessings. The stability of our institutions rests upon the intelligence and purity of our citizenship, the State is vitally concerned with the creation, building up and maintenance of good, strong manly character among its growing youth. Never in the history of our country has there been greater need of men of character in every walk and condition of life than at the present moment. Boys must be taught concerning the duties as well as the rights of citizenship, their duties to themselves and to their fellow-men.

Most thinking men of every religious belief admit that the best possible results of education can only be attained with religion as the basal principle, but most loyal religionists esteem their own religion the best and do not want their children brought under

the influence of any other in their school lives. Therefore, it has happened that most broad-thinking men, whatever their religion may be, have joined in a common expression of opinion concerning that subject, and claim our public schools now and ever the sheet anchor of the republic, free for rich and poor, Protestant and Catholic, Pagan or Jew, the nursery of American patriotism, the cradle of American citizenship, the hope of the American nation, it is there our children meet on common ground. The babel of tongues is forgotten in the good old Anglo-Saxon; German, French, Italian, Spaniard and the people from the four corners of the globe are all made one people, and that people know but one flag, the stars and stripes, and one country — America. Men thinking thus have concluded that the permanency of our public school system is safer without religious instruction and reluctantly decide in the interest of all to go on without it, leaving its fostering care to the church and family. We need no argument to prove that a little stock of elementary knowledge per capita does not of itself make an orderly community, nor does it, unaccompanied by moral influence, I think, materially lessen the vice or crime of a given locality, except so far as it may be achieved through the influence of good literature. Your honored president's valuable paper delivered here a year or two since on that subject was very convincing. Shall we abandon all definite efforts at character building in our school days because religion is barred at our school doors? Surely humanity, religion itself and our common interests forbid. A sodden criminal is less dangerous in a community than a clever knave.

Is it not, therefore, the business of those concerned with public school instruction to undertake by every proper method the building up of that most important part of every man's being, his character? Any education from the top to the bottom that falls short of the even development of the physical, intellectual and moral being of every one brought under its care, so far forth fails of its perfect achievement. Faulty physical development makes burdens for the State to sustain in infirmaries and hospitals, faulty development in character makes vicious men and criminals, and men without the capacity to think and reason are the prey of demagogues, walking delegates and political green-goods men.

The State is not concerned primarily with the prosperity of its individual citizens so long as they do not become a burden upon its bounty, but it is concerned that every one of its citizens shall intelligently and conscientiously discharge his obligations and exercise his privileges so that the greatest good shall come to the greatest number. Sound bodies, sound minds and sound

morals must prevail in the majority of our citizens, or the very existence of the State is imperiled. Our public schools must be the nursery of all these if they are to fulfill their greatest destiny. If there is any vice, habit or immoral tendency that appears among the youth intrusted to our care it is our duty by every means applicable to stamp it out, at the same time reading the lesson of its indulgence. And this brings me up to the discussion of my subject, "A Needed Reform." Within the past 10 years a vice has appeared among our American youth that menaces the growth and development of our young citizens in all the three departments of their being that I have heretofore dwelt upon. That immaculate roll of cheap tobacco and white paper is, in my opinion, a greater menace to the immature youth of our country than anything else that can be named. The vice in its relation to the use of tobacco is a specific one, and the cigarette smoker is not content unless he can pump down into the smallest lobules of his lungs the poisonous vapor that is soon distributed with its death-dealing effects to the remotest parts of his body. Its prevalence has become so widespread that it is no exaggeration to say that it has reached the dignity of a national evil. It is no uncommon thing to see lads of seven or eight years of age inhaling their cigarettes on the streets with all the nonchalance of a veteran. In the presence of this audience I need not enlarge upon the evils of this distressing vice; you know the victim and you know the dreadful penalty he pays for his indulgence; he has sat before every one of you, palefaced, sallow and listless. You have seen him grow inattentive to his studies, gradually losing the power of application and concentration of mind; you have heard his cigarette cough, you have observed how from a bright, promising boy he has at length tarried with the laggards of his class, then joined the truants and finally disappeared, a broken-down wreck, perhaps before he was 15 years of age, character, health and brain and will power gone, a worse than wreck, a cigarette fiend.

" Ill habits gather by unseen degrees,
As brooks to the river run, rivers to the seas."

Deceit and dishonesty accompany the indulgence of the vice, for sensible parents will not supply money with which to purchase such vapory damnation; and the natural result is that the boy whose cigarette appetite is well formed generally has to steal to gratify it. I do not mean to say that the picture I have drawn applies to every boy who inhales cigarettes, but I do say, without fear of contradiction, that it is a picture of no

exaggerated details of thousands of boys throughout the country who are enslaved by this wretched habit. How shall we fight this vice that is so interfering with the development of manliness, good health and good character in our boys? Many of the States have passed stringent laws prohibiting both the sale of and use of cigarettes by boys under 16, but alas, like many of our laws they seem to be made only to be broken.

It occurred to some of us down in that Nazareth, out of which some of you think no good can come, that the only way to reach the evil was to create a sentiment against it among the boys themselves, start a moral or ethical movement going among them and let them work out their own salvation. You teachers of New York, know whether so far it has been a success or not. In the city of New York we have nearly 40,000 boys of all races, religious beliefs and previous conditions and degrees of scrupulousness to the cigarette, who have responded to the appeal that has been made to their young manhood and have declared their unwillingness to endanger their usefulness as citizens by indulging such a vicious habit longer. It was my privilege before school closed to address over 5,000 of our New York school boys in a single week, in championing this cause. I reminded them of their obligation to the State, in return for her generosity in giving them free education to be able to contribute to the commonweal, sound bodies, sound minds and manly character. I do not believe that a more responsive set of boys exist on the face of the earth than our New York school boys. Do you remember how your eyes dimmed as you saw regiment after regiment of them march down Fifth avenue during the Columbian celebration, and do you remember how you consecrated yourselves anew to the great cause which had for its object, making good citizens of the thousands upon thousands who marched in solid phalanx before your eyes? Let the school boys of our State get hold of an impulse that goes for better living, better work and higher character, and who can tell what such a moral force shall accomplish? Surely a good impulse is the best thing that a boy or a man can get out of an education.

And so we formed the anti-cigarette leagues, and they extended over all the country. Each league has its president, secretary and council, and every member has pledged himself to abstain from indulging in this vice and to use his influence in preventing others from practicing it. Each member proudly wears the white diamond-shaped button of the order, and very few of them have there been who have had their decorations stripped off from falling from grace. Any body of men or

boys banded together for a good common purpose naturally find other good causes and purposes pressing upon them, and almost unconsciously are brought under their influences. There is a distinct pedagogic value in the organization of the leagues. Elections for offices are held under the supervision of the teachers, parliamentary methods are studied and observed in the conduct of their meetings, minutes are carefully kept and written out and a new element of importance is introduced in the school life. Interest is maintained by forming debate clubs, military companies and physical drill clubs; and in some of the schools the principals tell me a new and better atmosphere is observable.

This is my cause. I believe it to be a great moral one in which we can all unite in the hope that it will bring health, brighter minds and better character to the American boy whom we all love. At present this movement is revolving upon the pivot of a cigarette; it can not succeed without your full sympathy, co-operation and support. Are you with us?

This paper brought out the following discussion:

Major Stowitz, of Buffalo.—This is a good work. We all know, however, that example is more powerful than precept. How is it that our teachers can smoke a cigar? I have reproved my fellow teachers on the streets of Buffalo while smoking cigars. How can we advance this reform in the child, if we have not got will power enough to set him a good example by not smoking the cigar? How is he able to discriminate between the effect on his organization of the cigar and the deadly effect of the cigarette?

Principal Cheney, of Cortland.—I have no doubt that those of us who do not smoke who have associated with the members of this association who do smoke, many of them successful and capable teachers of the State of New York, can be convinced that there may be some difference of opinion with reference to this matter of smoking.

I have conversed very much with those of my friends who love their cigars with reference to this particular question; but with reference to the one that has been so ably and clearly presented by the commissioner of education from the city of New York I think there will be no difference of opinion whatever.

It seems to me that those of us who have been any length of time in the schoolroom, and have watched this habit among the boys who have come under our care, have seen the baleful consequences that have manifested themselves in the physical, mental and moral natures of these boys.

Therefore, in order that we may be able in some measure to crystallize our opinion upon this particular phase of the subject, I have very crudely drawn a resolution pledging our help as teachers in the abolition of cigarette smoking among the young.

Principal Adams, of Brooklyn.—While I do not stand here to defend smoking, I am greatly interested in patriotism. I will make a confession: I never smoked a cigar or used a pipe until I went into the service of my country; and while I was there serving I acquired the habit, and have kept it up to the present time; and it seems rather harsh to make the remarks that have been made by the gentlemen on the other side. I believe that there is quite a number of my associates here who do smoke. I do not know but we may set a bad example by smoking and that we ought to have greater resolution and quit it. I came to the conclusion several years ago that it was a wasted effort and concluded it better to save the young. It is outside of our business to pass resolutions to reform the men of the State. There is a great difference between cigarette smoking and tobacco smoking on the part of men. Now, I do not say this in defense of the habit of smoking; but I say it that we may not make ourselves appear before the public as we ought not to appear.

Principal Cheney, of Cortland.—I would like to state in defense of the position I took that if we go into this matter of cigar smoking we will get into a tangle. My position is that the point upon which we can agree is something we can secure utterance to here, that will have effect with the teachers of the State and have practical results.

Upon motion, the matter was referred to the committee on resolutions.

Notice was given of the intention to bring up at the Wednesday morning session an amendment to Article IV of the constitution, to the effect that after the word "treasurer," the words "an assistant treasurer" should be inserted.

President Hardy said.—The school system of the city of New York is probably the largest and in many respects the most elaborate system in the United States, if not in the world. In a great cosmopolitan city like New York, with its colossal and different centers of population with conditions entirely different within a few blocks and with various schoolhouses, there is a study in school matters that exceeds in importance any other system with which I am acquainted.

Now, we have a gentleman with us this morning who has not found it necessary to go from platform to platform throughout the United States in order to secure a reputation that is almost

national. It has not been necessary to do this in order to secure the largest possible following of any superintendent in the United States. There is one thing that we teachers from New York emphasize, that we are loyal and have always been loyal, true and faithful to our superintendent. He has our entire confidence in every respect. It is with the greatest pleasure that I now introduce to you the Hon. John Jasper, superintendent of schools of New York city.

Superintendent Jasper said.— Mr. President and Fellow-Teachers.— This is my first visit to take part in the convention. When I tell you that we have in the city of New York a little over 5,000 teachers; when I tell you that we had last year over 300,000 different pupils under instruction, and when I tell you furthermore that the chief executive officer, the city superintendent, is responsible for all the faults of the system, you can readily understand why I remain so much at my post of duty.

SUPERINTENDENT JASPER'S PAPER.

Compulsory Education.

Education in its relation to the public welfare is viewed much in the same light as are matters which concern the public health or even the convenience of the people at large. The theory of the freedom of the individual and of the sacredness of personal rights has no strength when placed in opposition to regulations which should be enforced to guard the community against the contagion of disease or the contamination of vice. The substantial pavements of the street, the brilliant lights that illuminate the avenues, the extensive and costly parks provided as breathing places for the city's population, the elevated railroads that inflict their din and dirt upon hundreds of residents while conveying the thousands to and from their business — all of these bear witness to the fact that the safety and even the comfort of the many demand concessions from the individual.

Any question relating to physical conditions is more readily apprehended, and the solution of the same, when once effected, is generally accepted; but questions connected with education are slower of determination, and the inability of the minority to weigh clearly the relation of these to the general conduct of life causes an unwillingness to submit cheerfully to the educational laws established by the majority.

The whole theory of compulsory education is based upon a few principles: 1. The dependence of the republic upon the character and intelligence of its citizens. 2. The possession of education, an important factor of good citizenship. 3. Education, the birthright of every child whose home is beneath the protecting

folks of our nation's flag. In very few gatherings of intelligent American citizens would any argument be found necessary to make clear the truth of these principles; to attempt such an argument at this time would be a reflection upon the intelligence of the teachers of the Empire State.

The Compulsory Education Law should be so framed as to accomplish the following purposes: To conserve the best interests of the State, and to guard the individual interests of the child from injustice even from the parents themselves. The duty of the parent toward the child is as essential and as important as is the right of the parent to control the child, and by the provisions of the law the State declares that the child shall not be treated merely as a wage earner, but shall be properly equipped for the responsibilities and duties of citizenship.

The State does not and should not claim the exclusive control over the education of children; it asserts, however, its right to see that children are given an education at least equivalent to a given standard, and it steps in as an active agent only when parents or guardians fail to comply with the requirements of the law. The character and extent of the instruction provided, the limits of the age for compulsory education, and the number of school weeks in each year vary greatly in the different countries and States.

It may be interesting to know that the compulsory system of Saxony dates back to 1805, that of Prussia to 1825, while that of Massachusetts, the first in the United States, was originated in 1852.

The amount of schooling given in European countries during the compulsory period is, in general, much in excess of the time set apart in the United States. Nothing short of an elaborate treatise would serve to give an adequate idea of the variations in time and regulations between the different systems so that no attempt will be made to describe them here. Furthermore, the object of this paper is not to give history or a full description of existing systems of compulsory education, but rather to give an account of the law for our own State, its operations in New York city, and some thoughts derived from a long experience in the control of a department of truancy.

In May, 1874, the Legislature of the State of New York passed a compulsory education bill entitled, "An act to secure to children the benefits of elementary education." This act, as amended in 1876, remained unaltered until the enactment of the new law in 1894. By the provisions of the act of 1874, it was directed that each child between the ages of 8 and 14 years should attend some public or private school or be instructed regularly at home in spelling, reading, writing, English gram-

mar, geography and arithmetic, at least 14 weeks in each year. Suitable penalties were provided for parents or guardians who might fail to comply with the law, and for persons who should employ children who, according to the terms of this act, should be receiving instruction.

The board of education of the city of New York made the regulations and rules necessary for the enforcement of the law, and they appointed a number of agents of truancy, to act under the direction of a superintendent of truancy. This organization continued until January, 1881, when the agents of truancy were placed under the direction of the city superintendent of schools. The first year's experience under the new arrangement revealed the fact that much of the time of the agents had been occupied in looking after absences of pupils who were not truants in any sense of the word, absences that should have been attended to by the principals and class-teachers in the ordinary course of school management. Nevertheless much good has already been done by the truancy department and an evident impression has been made on the conduct of children within the jurisdiction of the Compulsory Education Act; but the confining of the labors of the agents to matters strictly within the lines of their duty enabled these officers to do still more effective work in preventing truancy and in placing in school the nonattendants.

It was found that the agents soon became so well known in their respective districts that chronic truants or loiterers were able readily to avoid them. To remedy this, periodical raids were made when all the agents would be concentrated in a single section on a given day and the escape of the offender would thus be rendered very difficult, if not impossible. The few incorrigibles were committed to certain reformatory institutions with which arrangements had been made, and thus the most demoralizing element was removed from intercourse with the less perverse.

In December, 1881, two recommendations were made by the city superintendent to the board of education: The establishment of three truant schools to which the habitual truant or non-attendant should be sent, and the establishment of a reformatory school, which should be an industrial school, for incorrigibles. Up to the present time these schools have not been established, the board being satisfied with the effectiveness of the law without these adjuncts.

One element of weakness in the law was a lack of definiteness in the provisions relating to loitering in public places during school hours. In some parts of the State the prohibition was held to apply to all children between the ages of 8 and 14 years; in other parts it was considered that it did not apply to

children who had attended school for the 14 weeks. Attention was called to this in several reports of the city superintendent and an earnest desire was expressed that the law should be made most explicit in its prohibition of all the loitering in public places during the hours of school. This distinct prohibition has been embodied in the law of 1894, and if properly enforced it will be found to be one of the most beneficent of the several excellent amendments.

Imperfect though the law was, it wrought great good in the city of New York. Persons, many of whom are well disposed toward the school authorities, have been misled by statistics which they have not fully understood. They have read that there are so many children of school age, that so many are in attendance at school, and, consequently, they infer that the remainder are growing up without an education. The conclusion is indeed alarming, but when it is understood that the school age in this State is from 5 to 21 the cause for alarm disappears. A liberal estimate of the school age would average from 6 1/2 to 16 years. Within those limits would be found many who are at work all the time the Compulsory Law will permit. If accurate statistics could be collected showing the number of children in a community, the ages of the same, and the attendance of each at school during the year, the inference drawn would be more accurate, and the statistics themselves would prove of great assistance in the practical enforcement of the law. There is no appropriation made by the city authorities for taking such a census and the agents of truancy are too busily employed in the performance of their regular duties to permit them to take it; but an occasional census of one or more of the wards has shown conclusively that the percentage of truancy and nonattendance is very small on the part of children who are legally required to be under instruction.

The most gratifying proof of the beneficial results of the labors of the truancy department is found in the records of the police department. In the five years preceding the enactment of the Compulsory Education Law the total number of arrests in the city of New York between the ages of 8 and 14 years was 6,105, the total number of arrests for the last five years was 2,563. In 1893, the total number of these arrests was 441, while in 1873, just 20 years previous, there were no less than 1,269 arrests. If we take into consideration the large increase in population that has taken place in the past 20 years, we can estimate very fairly the value of the Compulsory Law, and of a corps of truant officers as a deterring influence upon juvenile crime.

The bill passed by the last session of the Legislature is far in advance of the old law in respect to the increase of time for compulsory instruction and with regard for the more stringent regulations to secure proper enforcement of the law.

The section specifying the required attendance upon instruction is so important that it is necessary to quote it in full.

"Every child between 8 and 16 years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least the common branches of reading, spelling, writing, arithmetic, English grammar and geography are taught, or upon equivalent instruction by a competent teacher elsewhere than at a school as follows:

"Every such child between 14 and 16 years of age, not regularly and lawfully engaged in any useful employment or service, and every such child between 8 and 12 years of age, shall so attend upon instruction as many days annually during the period between the first days of October and the following June, as the public school of the district or city in which such child resides shall be in session during the same period. Every child between 12 and 14 years of age in proper physical and mental condition to attend school, shall attend upon instruction during such period at least 80 secular days of actual attendance, which shall be consecutive, except for holidays, vacation and detentions by sickness, which holidays, vacation and detentions shall not be counted as part of such 80 days, and such child shall, in addition to the said 80 days, attend upon instruction when not regularly and lawfully engaged in useful employment or service. If any such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to the instruction given to children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day thereof, as are required of children of like age at public schools; and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required, than is allowed in such public school to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practice of such public schools."

It will be noticed that children between the ages of 8 and 12 years are guaranteed freedom from interference with their opportunities for education; that between the ages of 12 and 14 years their school time is increased and is made continuous, and that children from 12 to 16 years shall attend upon instruction when

not regularly and lawfully engaged in useful employment or service.

On the 1st day of January, 1895, the provisions of this new Compulsory Education Law will become operative. With the dawn of the New Year will open a marked era in the educational work of the Empire State, an era presenting the grandest opportunities, yet imposing the most serious responsibilities. Fellow-teachers, can we realize what it will be to have the young with us day by day and year after year through that period of their lives when their very destinies are being shaped? If education ever meant anything, if the teacher ever was a living force, vitalizing and elevating the child, much more will that education mean and greater will the need of that force be. The operation of the new law will bring into our schools added thousands, the instruction and education of whom should be a blessing to themselves and to the community in which they may live.

As we look back upon our school life we recall the different ones under whose charge we have been and we unconsciously weigh them in the balance, and, as we pass judgment upon each of them in turn, we mark with approval or stamp with the indelible seal of our disapprobation their actions or their traits of character. What lessons are our pupils to learn from our example? Equality before the law, obedience to the law, justice tempered with mercy, earnestness and faithfulness? Yes, these things and more, but, above all, truthfulness, truthfulness in word, truthfulness in action.

Shall the schoolroom attract the child, making learning a pleasure as well as a duty, or shall the child be tempted, perchance driven, to truancy by unsympathetic treatment or by the enforcement of ill-considered rules? In short, shall the teacher of to-day so train the parent of the future that their every memory of that happy school time, their every recollection of the manner of their education, their very approbation of the pleasure and benefit derived from knowledge gained and from powers developed, shall be to them an irresistible appeal to secure to their children the educational advantages they themselves have been privileged to enjoy?

Fellow-teachers, the answer rests with yourselves.

The committee on nominations reported, through its chairman, Superintendent Blodgett, naming for vice-presidents, Emmet Iselknap, of Lockport; Thomas R. Kneil, of Saratoga; Annie E. Downing, of New York; Gratia L. Rice, of Buffalo; and for members of the executive committee for the term expiring 1897, Charles F. Wheelock, of Albany, and William J. O'Shea, of New York.

Nominations in open meeting then being in order for the remaining offices, Conductor Downing, of Palmyra, said:

In taking this early action to put in nomination a gentleman for the presidency, I have in full mind the responsibility of the position. It will be the fiftieth anniversary of the organization of our State Teachers' Association, and the gentleman who shall preside over the meeting on this year shall be in every respect equal in qualifications to those in the long list of presidents during the past 49 years and which have culminated so delightfully in the presiding officer of 1894.

As presiding officer the gentleman should not only know parliamentary law and the usages thereof, but he should be a courteous, kindly and fair-minded man giving all parties a just hearing. The gentleman whom I shall nominate fulfills these conditions. In addition to that, as president of the State Teachers' Association he should bring to the position scholarship. Concerning the gentleman whom I shall nominate, there is not the slightest question of the soundness of his scholarship. He should also have had experience in all the departments of school life in our educational system. The gentleman whom I shall nominate has had such experience. He has taught in common schools, in graded schools, has been superintendent of schools and has knowledge of the training of teachers for their work. In addition to that he should be himself a teacher. He should embody all the graces of a teacher. He should be a gentleman and all that the word means; but he should, before everything else, have that which Superintendent Jasper has characterized the culminating quality of a good teacher—he should have truthfulness in word as well as truthfulness in action. I have pleasure in presenting to you for your votes such a man, Dr. Edward N. Jones, principal of the State Normal School at Plattsburgh.

Dr. E. H. Cook, of Flushing, said.—I do not know of any more efficient secretary than the one we have now. He needs no commendation from me or any other teacher in New York. I nominate Welland Hendrick, of Cortland.

Assistant Secretary C. H. Van Tuyle, of Hamilton, Transportation Agent Arthur Cooper, of New York, Treasurer Percy I. Eugbee, of Oneonta, were renominated for their respective offices.

Mr. E. O. Colby, of Rochester, nominated for superintendent of exhibits Walter S. Goodnough, of New York, Mr. Colby himself declining to be a candidate for re-election.

Adjourned.

TUESDAY EVENING, JULY 10.

Meeting called to order at 8 o'clock.

President Hardy announced that Superintendent Poland, of New Jersey, was obliged to remain at Asbury Park and had sent his address to be read by Dr. E. H. Cook, of Flushing.

Dr. Cook.—I have always thought that if I had an opportunity I would like to read a magnificent paper; but I years ago made up my mind I should never be able to do it unless I got some one else to write it. The opportunity has come.

(The secretary has been unable to obtain the manuscript of Superintendent Poland's paper.)

President Hardy in introducing State Superintendent Crooker said: This morning I stated to you when speaking of my own city superintendent that there was no other city superintendent who had such a devoted and loyal following as Mr. Jasper. To-night it is my privilege to say to you that I doubt whether of all the State Superintendents there is another who has a more loyal, intelligent following than the Superintendent of the Empire State. Among the characteristic answers that I received to my invitations to address our meetings was one that was characteristically modest from Superintendent Crooker. He said, as near as I can recall the few words, "If I can be of any service to the teachers of the State I shall be most happy to be present and do what I can." Without further words of introduction I now present to you a gentleman whom you all know, Hon. James F. Crooker, State Superintendent of Public Instruction.

Superintendent Crooker.—Mr. President, Ladies and Gentlemen, I see the hour is late and I will be brief as possible. I hope not to weary the audience, so I will at once begin my paper.

SUPERINTENDENT CROOKER'S ADDRESS.

America's free public schools are the jewels of the nation and the pride of each State. They are the foundation stone of our republic, and the hope of its future happiness, prosperity and perpetuity. They are the fortresses and ramparts of the nation, upon which, mainly, it must depend for defense from the intrusion and encroachment of that dangerous element of socialism and anarchy that makes monarchs and kings tremble with fear, even within their sumptuous palaces. It is education and refinement that overcome and subdue the baser passions of the ignorant, and better fit them to become good and loyal citizens. Wise nations have long since become convinced that it is better and cheaper to erect schoolhouses and educate than to sustain armies, build prisons and establish reformatories. A platoon of earnest,

wise and well-trained teachers is more powerful for good than a regiment of armed soldiers. We have had this year object lessons in ignorance which should cause us to cling the closer to our common schools. All over the country have been crowds of deluded creatures abandoning honest labor for the chimerical idea suggested by unconscionable demagogues and marching to Washington like a flock of sheep, without thought, purpose or intelligence. It is to the public schools we must look for the abolition of such dangerous ignorance as this. There will be few followers of Jack Cade's and Coxey's wild ideas when education penetrates to all classes of society. The school is the surest defense against anarchy, socialism and demagogism. To the strength of its school system may be attributed the comparative immunity of New York from all the evils that afflict many of our sister States. Of all the marvelous achievements of this State which have placed it in the front rank of the sisterhood of the Union none can surpass its wonderful educational work. Starting out under the most discouraging auspices, handicapped by a colonial experience of exceptional difficulty, New York has persevered in the cause of education until it now occupies the proudest position in the world. Our schools have attained a standard of excellence that is second to none, and its system and methods are copied by other States and nations.

This success has been attained only by earnest effort, unfaltering perseverance and entire belief in the value of education as a medium of State advancement. Among the original English colonies New York received the scantest attention from its rulers. It would seem that the brave efforts made by the Dutch colonists to establish in our soil the fundamental principles of the system which now pulsates with life and ardor in every nook and corner of the State were distasteful to their English successors. The royal Governors did not believe in the education of the masses. The Stuarts and the Georges were alike in opinion that education promoted discontent with tyranny and misgovernment, and they, therefore, discouraged it in every way. When the State and the country became free, New York, scourged and impoverished by war, found before it an almost hopeless task to build up a system of education commensurate with its manifest destiny. But the men who were to inaugurate the work and lay deep and strong the foundation were not long forthcoming. The Clintons, to whom this State owes so much of its greatness, devoted their energies to their work. Other Governors emulated their zeal, and the Legislature, sluggish in the beginning, was aroused by them to such action that the great edifice of public instruction soon rose, story by story, until it now towers above all other educational structures.

There were exceptional advantages as well as exceptional difficulties when this structure of State education was first begun. There were far-seeing, public-spirited, patriotic Governors, as well as narrow-minded, cautious, illiberal Legislatures. It was a providential happening for the cause that the first Superintendent of Public Instruction was a man of exceptional ability; single mindedness and sturdy resolve.

We can not express to the fullest degree our obligations to Gideon Hawley. He was the pioneer in the work of establishing the present magnificent system of public instruction. He had absolutely to create everything. Chaos and ignorance, demoralization and prejudice confronted him at every step. He was absolutely alone in his work, and yet during the eight years of his administration he succeeded in founding a structure which has given irrefragable proofs of solidity and adaptability.

For 34 years after the retirement of Mr. Hawley, the interests of the common schools were intrusted to the care of the State Department. Fortunately for those interests the statesmen who managed the affairs of the Department were zealous, earnest friends of education and proved themselves equal to their responsibility.

We are bound by ties of gratitude to Secretaries Yates, Flagg, Dix, Spencer, Young, Benton, Morgan, Randall, and Leavenworth for the valuable work they accomplished in advancing the interests of the common schools. Formidable obstacles were met and overcome, although not without repeated efforts and after repeated defeats.

The ground being at length cleared of many obstructions, one of which was the obnoxious rate bill, the grand features of the present system began to develop in the visional inspection of the schools by county superintendents, the establishment of normal schools, district libraries, teachers' institutes, training classes and teachers' associations. When the Department of Public Instruction was created 40 years ago, it was placed in charge of Victor M. Rice, one of the ablest men whom the educational interests of the State have had at the helm. There were at that time 877,201 children attended school, and yet there was a woful lack of facilities for educating them. The influence of the Department soon made itself felt in the rapid increase of those facilities.

Additional normal schools were established; teachers' institutes were multiplied, training classes increased at a prolific rate, new schools sprang up as if by magic, and the noble proportions of the present temple of public education were revealed. The immediate successors of Mr. Rice, Superintendents Van Dyck and Keyes, continued the good work, and under Superintendent

Weaver, a clear-headed, business-like, skillful manager, the progress of the common schools was rapid and all-embracing in its sphere of activity. Mr. Neil Gilmour was the next at the helm, his term of office being the longest of any one of those holding the position, and a right good pilot he proved. Under Superintendent Ruggles the scope of the work of the Department was considerably broadened and its foundations strengthened. The cause of education found an earnest and accomplished advocate in Superintendent Morrison, whose sudden and untimely death deprived our schools of a true friend.

There is scarcely one present who is not acquainted with the valuable work done by my immediate predecessor, Superintendent Andrew S. Draper. He was a persevering and aggressive educator, and the results of his labors are discernible in every branch of State public education. His labors in the Department were unremitting and inspired by the one thought of advancing the common schools to the highest attainable standard of perfection.

There is still much to be done; there are heights yet to be climbed, other victories to win and higher prizes to be gained. You will pardon me if I briefly allude to the progress made during the recent past. There has been steady improvement in the character of school buildings. The loghouses in the country and other ill-constructed school buildings in cities and villages have nearly disappeared. In their places are now 10,047 frame buildings, 1,002 brick and 315 of stone.

I trust that I shall not be charged with vanity in saying that no ground has been lost and that further advances have been made during the last two years. This has been accomplished through the earnest work and loyalty of the teaching force of the State in connection with the direction of the Department. Yet, with all that has been accomplished up to the present time our school system is not perfect.

During the past year over \$4,061,000 were expended for houses and sites, furniture and repairs. The increase in total valuation in 10 years for city schools has been nearly \$14,000,000, and over \$4,000,000 for the country districts. There has been an increase of 29,184 in two years in the number of children attending school.

While the number of teachers has increased but 1,494 in the past two years there has been a gratifying increase in the total amount of over \$810,000 in teachers' salaries. The development of the teachers' institutes, those wonderful adjuncts to our school system, has gone on with remarkable success and encouragement for the future. The increasing demand for professionally trained teachers is met by more vigorous and comprehensive work on

the part of teachers' training classes, which are steadily increasing in number and efficiency.

The purpose of the Department is to simplify and strengthen the course of study in the line of practical work. I desire to call your attention particularly to the increased necessity of education among the masses of the people of the State.

Education is the surest cure of some of the evils that are now threatening the prosperity and comfort of our republic, and the best preventive against similar disturbances in the future. By education I mean particularly the continued improvement of our system by stronger and better support of the elementary schools, until the smallest and weakest district in the State shall be provided with trained teachers and financial support to furnish opportunities for all to obtain a liberal and thorough knowledge of the common English branches and lay a permanent foundation for the advanced.

That the public school funds shall be so distributed that the smallest country district will receive its pro rata share, even to a penny.

That so far as higher education is supported by the State it shall be by additional and special appropriations for that distinct purpose and not by encroaching upon the funds originally intended for the support of the common schools. I hold that support for a common school education should come first, then if the State is ready to extend the privileges of higher education to those whose circumstances and tendencies warrant, I should be glad to see high school, college and university education placed by the State within the reach of every boy and girl within its limits.

From what I have said before on this question my position ought to be clearly understood. Those who claim that I am opposed to higher education have either misapprehended my position or maliciously distorted it.

I have been misrepresented by circular and maligned in public print by a few whose ideas do not coincide with mine. This I expected and it neither affects my position nor changes my policy. The policy of a public school system should be free from favoritism and forbid the helping of the strong schools at the expense of the weak ones. My policy has ever been to defend and elevate the common schools over which I preside.

The progress of our common schools has been marvelous, but the supply is by no means equal to the demand for education, and a great deal more must be done before we can successfully combat the forces of ignorance now at large throughout the land.

There is not a State in the Union in which the needs of universal education are so pressing as in New York. This is the main entrance, the great gateway for immigration.

Thousands of foreigners are coming in a constant stream to our shores and New York is the principal port of entry.

It is to the common schools that the State must look for the raising up of good, loyal, law-abiding citizens who will understand that obedience to law is the keystone of the arch of our national greatness. It is a critical period in the history of our country when lawlessness assumes such formidable proportions as has been manifested this year. It is with an earnest belief in the power of the elementary schools to promote the good and material interests of the whole people that I have fought for them against those who underestimate them, and I recommend for them the fullest liberality on the part of the State. I want to see every district supplied with trained, professional teachers, and every country school brought into close touch with the progress of the age.

I want to see, first, the great army of children in this State equipped with all necessary requirements for good citizens and true Americans, so that the future of our State may be intrusted to safe hands, and then add to such requirements all that is possible. It is a radiant land, this wide, outspread, many-colored panorama of the Empire State. We must not allow it to pass out of the kindling sunshine of its elementary schools into the uncongenial darkness of ignorance by any neglect on our part to maintain them and to educate the masses generously. To these privileges let local pride and liberality add those of higher educational institutions.

The spread of socialism in its most obnoxious and threatening form over a large portion of the country is causing grave apprehensions in the minds of many of our foremost thinkers and statesmen. It is an evil fraught with incalculable powers of mischief if it should be permitted to go on unchecked. It tends to sap the very foundations of law and order and to increase immeasurably the discontent of the toiling masses. To combat this evil successfully the State must rely principally upon the common schools.

The intelligent, educated mechanic can not be deceived by the specious, incendiary appeals of unprincipled demagogues.

The educated farmer can not be led away by wild, heretical theories of cranks from the safe path of exact and equal justice to all. With a universal education the masses will learn more clearly the just relations between labor and capital, State and individual interests, the voter and the Legislature, the govern-

ment and the governed. Ignorance is the prolific parent of misery, social discontent and violent disturbances of the sphere of industry and progress. We can not, therefore, overestimate the importance of the work of the common schools and their influence on the welfare of the people.

The present crisis should nerve us to still greater exertion to develop still more the system of public instruction and make our schools everywhere equal to the demands made upon them.

Some of the greatest nations that the world has seen were liberal and even extravagant in their educational grants for a few favored classes, while they practically neglected the education of all the people. From this mistaken estimate of public instruction dated the subsequent decadence and fall of those nations. A few rich universities, colleges and academies can not supply the educational needs of a people. The State of New York has made no such mistake. Harmonious and efficient work in public instruction has been attained in this State by the present admirable system of direct and responsible supervision. Divided authority and unrelated local direction could never accomplish what has been done by the power and authority vested in the Department of Public Instruction, acting promptly and efficiently in the settlement of all school questions and carrying out firmly and impartially a practical, well-designed policy, the sole object of which is the care and development of the schools. Working in accord with the Department are the school commissioners and city superintendents, who carry out the admirable work of education to its legitimate purpose. I am happy to say that during my administration of the affairs of the Department I have had at all times the hearty co-operation not only of those associated in the work of supervision but also of the teachers themselves. I have been deeply impressed with the earnest zeal and ambition of the teachers of our common schools, and the remarkable results which have been manifested in many districts. It is such zeal and ambition that may be relied upon to keep our schools up to the best standard. You may always be assured, in cases of misunderstanding or complaint, of receiving full justice from the Department. I want every teacher to feel that the Superintendent is a fellow worker in the cause, and that he is desirous of dealing out equal justice on all occasions, without the least taint of partiality, favoritism or prejudice. I wish to establish the closest relations of confidence between the Department and the teachers, by which the latter may always realize that they have a staunch friend to look after their interests and to remedy any injustice which may be done them. We need concentrated effort and entire harmony to carry on

the great work. We have it in our power to do immeasurable good for the State in training our future citizens in the right manner and arming them against ignorance, prejudice and passion.

It may be of interest to many to know what the Department of Public Instruction is doing, and I will state in brief what has been accomplished for the past two years, beyond the natural development of our common school system. In legislation we have secured a genuine Compulsory Education Law instead of the weakling which stood in the statute books under that name.

We have succeeded in having the examination of answer papers submitted by candidates under the system of uniform examinations for school commissioners' certificates carried out under the immediate inspection of the Department instead of the un-uniform and unsatisfactory plan hitherto in vogue. We have a Consolidated School Law which simplifies the work of school officers and enables them to see at a glance what is required of them and which removes all causes of uncertainty and disagreement. The development of teachers' institutes during the past two years has been so remarkable in number, efficiency, attendance, and above all, in interest, that it is one of the most gratifying features of the present administration. Your attention is particularly called to the drawing department of the institutes. I do not think I exaggerate when I say that the new system of drawing has proved eminently satisfactory, indeed a revelation in its way. The training classes have shown similar advance in every particular. There are more of them than ever before and more signal results have been attained. The increase in a single year has been over 25 per cent. There has been also a considerable improvement in school methods and supervision. This has been realized in the advance of schools, even in the most remote districts. The aim of the Department has been to bring the common schools to the highest standard of efficiency attainable, to encourage teachers by liberal, impartial and intelligent co-operation, to enable them to realize the true nobility of their profession and to defend them against injustice, neglect and favoritism. I trust that such exertions, honestly and earnestly made by the Department, have produced good results in every district of the State.

Much valuable work is accomplished by educational conventions such as the one I have the honor of addressing.

An association which has for 49 years experienced the interchange of thought and formulation of advanced theories in its conventions is a powerful agent for education. Since that memorable day in July, 1845, the date of the permanent organiza-

tion, the State Teachers' Association has met year after year to bind more closely the educational interests of the State and to devise means by which those interests could be the more efficiently advanced. What a long list of illustrious names the records of those conventions contain! What delightful reunions, new friendships, interesting reminiscences, animated debates, valuable theories, eloquence, wit and humor may be found in the books of the secretary of this association.

The impress of the work of the association on public education is deep and lasting. It has been stamped on the systems of other States as well as that of our own. When I had the honor to appear before you two years ago, I replied to the question, "What is your policy to be?" which had been frequently put to me at the beginning of my administration, and my answer was, "Simply to do my duty." I have endeavored to carry out that principle of duty in every detail connected with the work of the Department. I found that by adhering to that principle under all circumstances my work was simplified, and difficulties and obstacles were easily removed. The work of public instruction has gone on steadily and uninterruptedly and we have the gratification of having made considerable progress during the past two years. But good will, zeal and industry would count little on the part of the Superintendent without the hearty co-operation of the teachers. I have found such co-operation cheerfully and liberally given, and I feel bound by the ties of gratitude to all the teachers for their valuable share contributed toward the grand result. They have been the main element in the extension and ornamentation of the stately temple of public instruction which is now the admiration of the world. It is with great pleasure that I congratulate you on the splendid display made by our common schools at the Columbian Exposition last year. The appeal of the Department of Public Instruction to commissioners, superintendents and principals, to make a supreme effort to have the grand school system of the Empire State fitly represented at Chicago met with a prompt and generous response. Were it not for the combined efforts of the Department, of school officials and of teachers generally, one of the most attractive and instructive exhibits of New York would have been missing.

At a late day, and upon the earnest solicitation of the late Senator McNaughton, whose zeal, public spirit and excellent judgment contributed the largest share to the success of New York at the World's Fair, the Department of Public Instruction consented to bring about the best attainable educational exhibit of the State. I am glad of this

opportunity to thank you all for your hearty co-operation in this work. The schools of New York were well represented and called forth the most flattering commendations from the distinguished educators from all countries who were at Chicago. The official recognition of their worth by the World's Fair commissioners was but the indorsement of the opinions so freely expressed at the exposition by all who took the trouble to examine the history and details of our common school system. The success of our school exhibit was all the greater as it did not receive any especial favors from the New York commissioners, nor was there any combined official effort made to give our common schools the prominence they deserved. To Chief Executive Officer McNaughton and his distinguished successor, Hon. John Foley, of Saratoga, who proved a true friend of our schools at Chicago, our thanks are principally due for their efforts to do full justice to the exhibit of our common school system.

Our common school system triumphed over all obstacles at Chicago as it has in the past at home, and it will overcome all obstacles in the future so long as it musters into its service such loyal and efficient men and women as make up its army of teachers.

WEDNESDAY MORNING, JULY 11.

The meeting was called to order at 9:40; the president in the chair.

The polls were declared open for the election of officers.

After some discussion of a motion to instruct the secretary to cast a ballot for the nominees, the motion was declared out of order and the election proceeded as provided by the constitution.

Superintendent Benham, of Niagara Falls, introduced the following resolution:

Inasmuch as great progress, in all the departments of education of the State, has been made during the past eight years, therefore be it

Resolved, That we do not favor the proposed change of appointing the State Superintendent of Public Instruction by the Board of Regents; and be it further

Resolved, That the following named committee be appointed by this association to appear before the committee of education on Thursday next at 3 o'clock, p. m., to oppose the proposition to have the State Superintendent of Public Instruction appointed by the Board of Regents: President Geo.

E. Hardy, of New York; Commissioner F. R. Smith, of St. Lawrence county; Principal E. N. Jones, of Plattsburgh.

It was moved and seconded that the resolution be adopted as read, without referring to the committee on resolutions. A division being called for, the resolutions were adopted by a vote of 50 to 2.

The president then introduced Commissioner Elwood, of Herkimer county.

COMMISSIONER ELWOOD'S PAPER.

The Outlook for the Rural School.

To say that the outlook for the rural school is discouraging is to state the fact of the condition. The immediate prospect is not bright. Nevertheless the activity which pervades every department of educational work in our State, tending toward the solution of puzzling problems, makes it appear reasonable that while the outlook may be discouraging it is not disheartening. The educational forces of the State are alive and active. Where there is the sign of the existence of a school hope lends the encouragement that a genuine school may soon be found. While the inhabitants of the rural districts should furnish the interest to give the outlook a roseate appearance, associations of teachers and officers need to furnish the incentives which will lead the democracy to act. For more than a score of years practical men, thoroughly acquainted with the conditions, have seriously questioned whether or not the results obtained by the children of the rural school were in any large degree commensurate with the money expended and effort employed? When a problem which concerns the life of an intelligent community is not solved after an agitation of 20 years, it becomes a serious affair.

In the time which it is my purpose to occupy, I can only glance at a few phases of a near and far view of the situation.

The usual classification calls all schools outside of the cities rural schools. By the rural schools I mean the thousands of schools on hillsides and in valleys, away from the commercial pulsations of the railway, the telegraph, the telephone, and a post-office through which circulates the daily newspapers. Villages and hamlets, to which one or more of these agencies come, will maintain and support fairly well a school, because these pulsations emphasize, silently but emphatically, the necessity for it. It need not be told to you that more than one-half of the 11,000 schools of our State are located two miles from anywhere, and on a road, the direction of which is toward extermination; in those parts of the commonwealth where the blissful life of the rustic swain is only broken by the joys and sorrows of the county fair, the circus, and the country funeral. The population of rural

communities is constantly decreasing, by reason of removals and a lesser number of births. It goes toward the centers of trade and business. Another reason why schools are smaller is the fact that the pupils leave at an earlier age than formerly. Oftentimes the deciding argument which takes a family from a sparsely-settled district to a small or large village is the advantage to be derived from the common school. Many children are sent from home at the age of 12 years, and any one can recall instances where families have removed from their country homes for the sole purpose of securing school advantages. By and through no other agency than an improved rural school can this drift of population be checked, and the development of our agricultural resources be extended until they become the invulnerable right arm of our State supremacy.

In the second commissioner district of Herkimer county, there are 96 schools. Forty-four of these each had an average daily attendance of less than 10 for the year ending July 25, 1893. The average daily attendance of 69 of the 96 schools was only 10 1-10. A well-arranged program for a rural school requires from 20 to 30 recitations daily. It takes but little calculation to determine how many children, or what part of a child, will be found in the several classes. Of necessity many contain only one or two pupils. Can you discern in this arrangement anything but a meager opportunity to develop the personality of the child? The pupil who deserves the honor of being at the head of the class, stands at the head, the foot, and in the middle. He never knows "where he is at"—a very essential thing for him to know. He can not develop a vigorous personality, but drudges along wholly unconcerned as to his true rank, scholarship and attainments. No one of us would send our children to a public school where the number of pupils was large while the classes contained only one or two pupils. No one of us would encourage the scholastic education of children in the retirement of a home. Children, as much as any class of people, need to associate with and measure themselves by others having the same occupation. Association, rivalry and competition are powerful forces in arousing ambition and in quickening the energies. To the scholar these things are a necessity. The work of the classroom has furnished the primal incentives to many of the successful men and women of to-day. There are within the rural schools some of the brightest and best students of the State. They will never be heard of; because from their work as they labor alone they do not receive necessary incentives, and with shame must it be said, they receive but little training to aid them in pursuing the vocations of their community. Some one says that true merit will

win. It never wins by reason of the disadvantages which surround it, but only by the resolute spirit within. It does not win when its environment has allowed no opportunity for it to develop a personality by associating with the merits and demerits of other lives. A character which is not ground out by contact with other lives is worth but little in life's battles. A public school with the average attendance which 5,000 of the schools of our State have, is not a school in any liberal interpretation of the word. Schools do not exist for school officers or their relatives, but first, last, and at all times, for the child. A school with but one pupil in a class is but little more than a school with one pupil. If class work is of fundamental importance to the child then the rural school of my definition is not a success. When I have heard it said in public addresses that the schools of the Empire State were second to none, it has seemed to me that the statement should be qualified by saying that one-half of them are the best, and that the other half are poorer than any schools should be. The boy who was jealous of boy's rights stated a parallel case when he said:

"Perhaps that text the preacher quotes sometimes, 'train up a child,' Means only train the little girls, and let the boys run wild."

In one of the towns of my district nine of the 11 schools had in 1893 a total average daily attendance of 78 — barely enough for the maintenance of three schools. To the nine schools the State paid \$914.02 and the districts raised by tax \$1,315.42, making the cost per pupil \$28.50. In several of the schools inexperienced and untrained teachers were employed, the attendance was irregular, and a lack of interest prevailed. If the statement of Dr. E. C. Hewett when he says: "Nothing can be furnished the child to aid in his education except environment," be worthy of acceptance, the school and number of pupils ought not to have less than 25 in regular attendance. When nine teachers are employed to do work which three could better do, are not the people extravagant and wasteful? Is not the State wasteful of the people's money in paying nine quotas when three would answer a better purpose? What is true of this township is true of hundreds of others. There in sight of the State Capitol, a commissioner district employing 55 teachers and maintaining 55 schools in which the average daily attendance for the year 1892-3, was 10 pupils per teacher. What a vast opportunity this condition affords for spoiling bright pupils and promising teachers?

The assessed property of rural districts is taxed at all rates from 19-10 to 44 1-10th mills. In this inequality

and injustice we approach the practical results of anarchy. However, some communities which were liberal in supporting the school when it numbered several times as many pupils as at present, still consider the cost of secondary matter, and on property which pays but a small per cent. on the investment, levy taxes at rates much higher than that of a neighboring village or city. Again, many districts pay heavy taxes on property assessed at nearly its full value, in the schools of which the children learn but little of the three R's. The State is the custodian of the educational interests and the time is at hand when the tenant farmer should demand that his dollar shall yield as large returns in the education of his boy as does the dollar of his brother who is a mechanic in a neighboring village. The State will not have done its duty until this has been accomplished.

The more this question is studied the more it seems to me that the best part of the rural school system is the teacher. The State or community exacts of her no special preparation. By means of the institutes and associations she becomes interested, where interest is possible, in her work. The literature of the profession is read quite extensively. The fact that they are able to pass with high standings in examination indicates a fair knowledge of subject-matter. The uniform examinations have done much for these schools. We hope that before long the system may be so modified that executive ability, the power to organize and control, may receive much consideration in the granting of certificates, and that so simple a subject of current topics will not have nearly the same weight as the study of English in deciding who is entitled to a certificate. The system has been of greater benefit to the union schools, for boards of education have been quick to understand that the best teachers are first born and then made. Consequently they will not employ teachers with the lowest grade certificates, and every novice must find a place in the rural schools. Only in exceptional cases will the trained teacher be found in sparsely-settled communities. If the wages were the same as in the villages they would not remain outside, since so small a school allows no opportunity for growth to those whose training has fitted them to handle a larger number of pupils.

The law makes possible for the rural school a good building. However the first requisite of a district school is not a good building; nor a well-trained teacher; nor skillful supervision; but children, and plenty of them. We can no more have successful schools, measured by the child's interests, with a small number of pupils than we can have live churches without members. The harmony of elements must be complete. When all over the State, schoolhouses were located at points convenient for the

congregation of 40, 70, or 100 children, and the old schoolmaster reigned supreme, the building was not the first consideration. Neither did skillful supervision nor a well-trained teacher enter largely into the composition. In that school, however, thorough drill was given in a few subjects. By the force of numbers, interest and enthusiasm were aroused. A class of men having within them the elements of self-education was the result. A few of those men yet remain, honored, respected and sought after for their advice. When they die their places are not so well filled by men trained in the same school a generation later. The schools must be large enough so that habits of thoroughness, perseverance, concentration, and enthusiasm are inspired by association in class work.

If the aim of school work is to interest, discipline, and inspire; not chiefly to increase knowledge, but to give the power to gain knowledge; to give the power of independent thinking; to lay the foundation for self-education; to learn vital principles and not statistical information; things which come in large degree through association; then, a system of schools, which fails to yield large dividends in the directions named, is like a coat which does not fit and must be cast aside. A generous appropriation of money is needed to secure small results for a small number of children. Taxing the people to the extent of their ability to pay will hardly furnish the means to make the present district system succeed. The State of New York is no longer rich enough to maintain the system, but must provide means by which the money shall be more wisely expended.

The kindergarten has come to stay. Manual training is no longer an experiment. The rural community, as much as any, needs it. The farmer is not only a ploughman, tiller and reaper, but, by necessity, a machinist, a blacksmith and a carpenter. The course of study of the future will need to furnish, besides the intellectual drill, aids to make the work of the rural school and the needs of the farming community parallel. There is unquestionably a demand for the teaching of the elements of agriculture, but the schools are not better equipped for doing it than for teaching the elements of sociology. The school gardens of Belgium, Germany, and France furnish models for the work of our schools for the future.

The requirements of the child, of the patron, of the taxpayer, and of the State, are not met in the rural school. What is the remedy? To maintain the present number of districts, and at the same time to effect a cure, is not possible. A combination of districts is the first step toward the remedy. This combination ought to be so extensive that enough pupils would be brought together so that in every class will be felt "the force and

enthusiasm of numbers." When children reside more than a walking distance from the school, to provide means for conveying them to and from the same, as has been done in Massachusetts for 20 years, is the second step. Formerly the school was taken to children; now we can gain much, and lose nothing, by taking the children to the school. Any parent, who considers the welfare of the child of paramount importance, will prefer to have the child carried two or four miles to a well-equipped school than to watch the loss of time and opportunity and the formation of bad habits of work in a school of 5 or 10 pupils in sight of home. The State can better afford to pay out half the cost for transportation than to pay a quota for the accomplishment of so little for the child. I am convinced that it is doing business without much regard for business principles when the State allows schools with less than 10 pupils to exist and furnishes State aid. If the conditions are made favorable as good work will be done in the rural as in the graded schools.

People of our State are everywhere interested in the education of its youth. The cry is often raised that we need a revival of interest. A revival of confidence is much more needed. A father whose boy is justly spanked may, by means of a well-laid scheme, destroy the influence of a teacher there and forever.

A compulsory township system must come in time. The outlook is toward it. No person who considers fairly, and without prejudice, the condition of affairs can be honestly opposed to a change along the lines indicated, however radical it may seem. The publications relating to the township system and its practical workings must convince any man who has not a selfish interest. An optional law would be speedily adopted by many towns. An act to consolidate districts having small schools and refusing State aid to the smallest districts as districts would hasten the arrival of the system in full.

The success which the system presages in the New England States, Pennsylvania, Ohio, Indiana, Illinois, Iowa, Kansas, and in several localities of our own State which have adopted it voluntarily, is all the argument needed when added to the condition of our rural schools. Let every school official who has to do with the rural schools catch something of the inspiration which actuated Horace Mann and so transmit it that very soon there may be found in the Legislature a man who will stand up for the township system as did Jedediah Peck for the common school system.

From the report of the committee of school commissioners I quote the following:

"The affairs of all school districts would be managed with business system, an advantage which now attaches to union free

school districts, where a school board has charge of the district, holding regular meetings and having an oversight over school interests;

“Equalization of school taxes in town;

“A more efficient, intelligent and progressive class of school officers;

“All the inhabitants of a town would receive equal educational advantages at equal rates;

“Fewer and larger schools, better wages, better teachers;

“More and better supervision;

“Better facilities for grading the country schools, and establishing a uniform and satisfactory course of study, having in view the entire school population of a town; advanced or high schools could be established at convenient points, which every pupil of the town of requisite educational advancement would have the right to attend;

“Cheaper and better schools, lower taxes, longer terms for less money;

“Greater dignity would attach to public education in the common schools of the State; public opinion would have greater respect for it, and public pride would be aroused;

“Cheaper text-books would be possible;

“The law in reference to compulsory education would be more generally and more easily enforced;

“It is the only system which will save the small country districts from extinction;

“More permanency in the teaching force of the State; a firm step toward making the teachers' profession permanent;

“As a result of the last point, a better and higher grade of teachers;

“Better facilities for instruction would be afforded in the way of apparatus, books of reference, etc., and more intelligent action would be taken in reference to the equipment, maintenance and preservation of school district libraries and public libraries;

“A general uplifting of educational sentiment throughout the State.”

When we enter into a full realization of the benefits of the system the State can say of every pupil that completes the course of study as said the knight in *Hudibras*:

“He knows what's what,
And that's as high
As metaphysic wit can fly.”

Principal Cheney, of Portland.—It seems to me that such an admirable paper as this ought not to go without some commendation. It seems to me likewise that this is a very serious question,

and we shall not arrive at a better condition of things until the suggestions made by the paper are carried out and we secure the passage of the township bill. It seems to me that in the decreasing numbers of our rural schools the only remedy that we can find is that suggested by the passage of the township bill, when those schools may be united and come under the common head and thereby obtain capable teachers; so that as teachers of the State of New York it seems to me we ought to keep pegging away at this township bill until it shall be passed.

Commissioner Elwood said his paper dealt particularly with the improvement of the rural schools and the simple solution of the problem of getting the children to school.

Principal Elijah A. Howland.—I was much interested in the commissioner's paper. I felt particularly interested because I am a taxpayer myself in a district in the country where I found, as I presided at a meeting, the report of the average attendance of three for the whole year. This, of course, was away back among the hills.

Some years ago I was a pupil myself in a little schoolhouse 20 feet square in the northerly part of Massachusetts. The great ambition of the boys, when the noon hour came, was to see who would jump over the stove in going out and in coming back we jumped the other way.

I happened some few years ago to be traveling in that same place and there I found a large and well-appointed school with all kinds of apparatus for physical instruction, and upon inquiry I found that there they had concentrated all the district schools and had spent the money on the transportation of children to this one school. If the same plan could be adopted in this State it would be attended by very beneficial results.

Institute Conductor Downing offered the following resolution:

Since, notwithstanding all the pleasure of this meeting, we sorely miss the courteous and genial presence of one who loved all and was beloved by all the members of this association, our lamented counselor and friend, Thomas F. Donnelly: Be it resolved that while we sincerely grieve over his untimely death and mourn his loss we cherish fond memories of him as the years go by.

The amendment to article 8 of the Constitution was then taken from the table and read by the secretary.

Superintendent Blodgett, of Syracuse.—As I stated yesterday when I gave notice of this motion, at Syracuse, 49 years ago, the organization of this association was formed. Next year will then bring it to its fiftieth anniversary, and it has been in my mind and that of others that it would be a good time for the

association to go to Syracuse. We want the child to come home next year. We will give it a cordial and hearty welcome. I move that the amendment to the constitution be adopted.

The motion was seconded and carried unanimously.

Miss Anna K. Eggleston, late of the Buffalo Normal School, and at present of the institute faculty of the Department of Public Instruction, was introduced.

MISS EGGLESTON'S PAPER.

Spontaneity in School Work.

It was in a little garden in a great unworked world that the first command to labor sounded forth, and for ages men earned their bread by the sweat of their brow. The thorns and the thistles which were promised came, but were not able to choke entirely the divine spirit in the worker. Through the tilling of fields, the hewing of stones, and building of temples it lived, ever expressing itself — sometimes in lament and longings, sometimes in hope and aspirations — always in work.

Later when the workers were ready for it, came the new command toward which the old had been leading "Man shall not live by bread alone," and, now, from the great tilled world with its beautiful gardens — not one Eden but many — its rich mines, its galleries of painting and sculpture, its immense libraries, its homes, cottages and palaces, we may read the thought which Carlyle expresses so forcibly "Labor is life; from the inmost heart of the worker rises his God-given force, the sacred life-essence breathed into him by Almighty God; from his inmost heart awakens him to all nobleness, to all knowledge, 'self knowledge,' and much else so soon as work fitly begins."

In a great measure the history of the race is repeated in the history of the individual, with this difference, that each succeeding generation, through its attainments, makes it possible for the individual to work out his own true self — the "life-essence" in a shorter time and to much greater perfection. Since we are teachers we certainly can not be pessimists; yet with all the helps there are hindrances and multitudes die without ever having truly lived. Ours is the work of fostering and developing, not indirectly but directly, this life. Everything we teach has this end in view. All things should be subservient to this great purpose.

Manifestly, we can only train that of which we have knowledge. This boy, who is my pupil, what do I know of his wonderful being, his rich endowments? It is all as mysterious to me as to him, but I can appreciate somewhat the wonderful possibilities within him; and the sacred task of guiding him. There are

times when I catch glimpses of his true inner self and from them, if an intelligent reader, I find the key-note upon which his life is based, and I am able to prevent discord and promote harmony. But these glimpses are to be had only when the child is free from authority and outside of himself, when there is no guard. His spontaneous acts are the ones which tell most. The question of this paper is, are we systematizing, regulating, and directing all thought to such an extent that spontaneous activity is repressed and possibly killed. First, we must recognize that man's greatest work is done when he feels the power within free and untrammelled. That push within and hope without which delights in subduing opposing elements in the accomplishment of a great work. The work which he feels is himself. There are all grades of workers from those who dig just as many square feet of earth as some boss directs, doing a part of some work of which they neither comprehend the beginning nor the end, to the poet, artist or architect who forgets the toil in the delight of creating. Intercourse with the various workers brings to light much of interest with regard to their work and what they get out of it. At first one would think there was no comparison in the development of life through work between the writer of books and the bookbinder, yet George McDonald in his late book, "There and Back," has given us a picture of a bookbinder "who opened an asylum or hospital for the restorative treatment of decayed volumes," he says, "love and power combine to make this man look on the dilapidated, slow-wasting abodes of human thought and delight with a healing compassion. The worse gnawed of the tooth of insect-time, the farther down any choice book in the steep decline of years, the more intent was Richard on having it. More and more skillful he grew, not only in rebinding such whose clothing was past repair, but in restoring the tone of their very constitution; and in so mending the ancient and beggarly garments of others that they reassumed a venerable respectability. Through love he passed from an artisan to an artist?" Who shall say that it is not possible for artisans in all grades and conditions of labor to become artists through the power of love? But this love can only have its birth in freedom, that freedom which Walt Whitman terms the "Law of Liberty." He says "that while we are from birth to death the subjects of irresistible law, inclosing every movement and minute, we yet escape, by a paradox, into true free-will. Strange as it may seem, we only attain to freedom by a knowledge of and implicit obedience to law. Great — unspeakably great — is the will! the free soul of man."

It is not to remove laws from the school but to make it possible for the pupil to grow into that perfect freedom by them and through them — the same freedom which gives him life in the

truest sense after he leaves school. Are our schools training into that freedom? Very wonderful is our public school system which has been formed for an excellent end — the greatest good to the greatest number — which is the true American spirit, but are we growing unmindful of the real life which, instead of protecting the system, may kill? Do we forget "that the letter killeth, but the spirit maketh alive?"

If you ask regarding the progress of a student, does the answer often come, Oh, he is fine! he received a 60-count diploma? Is the fact of his making records or the way in which he makes them receiving the greater emphasis? Do we recognize that he may win diplomas and scholarships without finding the true way to live through work? Are we so hurried and rushed with the imparting of knowledge that we have no time to wait for or to heed the true life? We are all so connected with the educational institutions of the State that it is possible for each of us to throw a search-light upon schools familiar to us.

First the normal schools, are they through note-books, outlines and dictated directions simply loading teachers with forms, or are they awakening and developing individual power and spirit? Is there a growing tendency among teachers to seek for outlined lessons, plans which they may copy, or is the teaching power marked more and more by spontaneous effort? A short time ago a teacher wrote to me for an outline for giving a picture lesson which she was to present at a teachers' institute. My reply was select your picture, know some child for whom such a picture would be interesting and study the picture with that child constantly in mind. You think he will like this — I would like him to see this, etc. This teacher simply needed to know how to take the life which was within herself and let it come in contact with and be acted upon by the life of the child and together they would see and feel what the picture had to teach. I fear she had been giving picture lessons which she deemed good enough for the children, but not good enough for a body of teachers. Possibly this teacher lacked faith in her own work, and faith in such an element is success. Paderewski could never hold the thoughts and feelings of the multitude under the sway of his music if he were tormented with doubts of his power.

Many deem that a thing can not be good simply because they do it, and because it is unlike the work of others. It is due to this lack of faith in themselves that much of the best spontaneous effort of workers is often crushed.

It becomes the privilege of the truly noble to strengthen by praise and encouragement those of weak faith and thereby preserve and increase the good.

But too often commendation is silent and condemnation noisy. When supervisors, principals and heads of departments realize how great is the result from spontaneous effort, they will not set aside carelessly even the foolish notions of a teacher who is attempting to plan. By a little tact she may be made to see a wise way of using the power within her. Possibly all she needs is sympathetic guidance, but if cast aside as worthless the school loses a force that it might have increased.

Have you seen a schoolroom in which the children turn, rise, stand at the signal of a bell, where the turning, rising and standing are so emphasized that all purpose of the action ends in the doing? The children sing in perfect time, they recite in complete statements. Should one child slip into the error of answering from the fullness of his own mind, you hear these words from the teacher, "No, that is not what I want, Theodore may recite." Theodore is able to bring to light that which is in the teacher's mind, and the other child who does not quite understand the game sees a credit mark placed on Theodore's record. Never mind, dear child, later you may learn to talk from the fullness of your teacher's mind and the emptiness of your own. This system will soon develop that power for you. The school is considered a very good one, the discipline excellent. The teacher who is energetic, always alive can not wait for the slow pupil, time is too precious. There is so much knowledge that must be gathered into barns before a given date, a sort of day of judgment date, or a harvest home day when specimens of what has been gathered are shown. Visitors are always invited to witness the marching in this school. The pupils go through the halls, down the stairs in perfect order at the teacher's "left right, left right." Her thoughts are not upon the little individual beings as they pass before her, she is filled with anxiety unless some one shall "right left."

Marching is perfectly proper, it is helpful if rightly directed, but in schools where military precision is a prominent feature are they providing for that training of the child which gives ease and grace of thought and manner? Can these ends be gained by emphasizing complete statements and marching? Is it not possible to have a beauty of form in our schools which is the expression of a beautiful spirit? Always obeying orders which have their origin in the mind of another finally perfects machine power, but not thought power.

A principal of a school in western New York at the time of the Civil War saw the young men of his school formed into a company and marched forth to war. His heart was grieved to think of the possible death that awaited many, perhaps all, of these

exceedingly bright young men; but when they returned he found that those who had served in the ranks, always shouldered arms, forward marching, firing, retreating when ordered, had suffered more than physical death. They were no longer bright and active, they waited for orders but never thought them. While those who were officers had grown in mental vigor. The lesson is easily learned. We must provide that the order of doing — all regulation, shall be the outcome of the pupil's need, so closely a part of himself that he is able to think the order. That school fails utterly of accomplishing great good where there is not regulated movement and where pupils do not feel the influence of well-directed work.

If very little valuable scientific knowledge has been taught in our elementary schools, yet the science lessons have served a great purpose in so far as they have led to freedom of speech. In field rambles the pupils have lost the formal teacher and found a comrade. The children ask the questions and do not compel the teacher to answer in complete statements. The bond of union seems perfect when the teacher is compelled to say "I do not know." But alas! the science lessons were soon worked into formal outlines, and instead of "Oh, look here, children!" or "see this!" we hear "I wish you to observe part one as compared with part two and make a statement about it."

We are ever directing the child's thoughts toward the making of statements; but when he gathers in his own way material for statements, a hand placed firmly over his mouth is about the only power that will hold them back. It is urged that a teacher must have her knowledge well assorted and arranged. She must give a logical lesson. The wise teacher will provide that the subject-matter be left in the pupil's mind in good shape; but for the real live interest of a class it is sometimes better to let the children talk of the tail of the cat before they speak of the head. We must take what our question calls forth, and later when the different points have been made we can gather them into an orderly whole.

The spirit of the lesson is not to be sacrificed to form. The restraints of the schoolroom may make it impossible for any spontaneity in the child to seem other than rebellious. He longs to do something that he tells himself to do, and he makes a picture on his slate. A string, a bit of paper is worked into some fanciful shape, perhaps to be gathered and destroyed as soon as discovered by the teacher who did not tell him to do it. She seems not to expect anything worth the doing to originate in a child's mind. But the voice of Froebel speaks forth, "Man is destined to rise out of himself by means of his own activity," and

this wise student of little children recognized that as work is a power in developing men, play is a power in developing children. "Play, spontaneous play, is the education of little children but not the whole, a part is work," says one writer. In our public schools we recognize play as a rest from mental exertion. We have learned to regard the physical development of the child as well as the mental. Gymnasiums take the place of playgrounds, and exercise under the direction of a teacher takes the place of play. I would like to ask if any school exists where all welcome the period for physical training? Do you often find pupils inventing excuses to escape the drills? Contrast the directed, obedient class in gymnastics with a class of pupils out of doors, hear the "Come, let us play!" of the latter, the discussion and choice of games, watch the response of bodily movement to earnest eager thought, heed the arguments upon right and justice, and then decide whether physical culture can fully take the place of play. We learn how much spirit a school has when we see it given up to sports, and we shall know more about school teaching when we know better how to awaken and keep alive this spirit through study. As we think along all lines of school activity we question whether there is not too much direction that tends toward mechanical forms — that kills rather than makes alive. Through kindergartens and the fast developing interest in child-study there will come much that can help us, and while we guard against the purely sentimental we must prevent our forms and system from becoming too rigid to permit the entrance of true life. It is possible for kindergartens to intensify the evils of constantly directing a child's movements. If he is always playing the games suggested by a leader, ever responding in action to the thoughts of another, he is losing a year or two of that freedom in childhood which possibly we have never sufficiently prized. The stones gathered in the street, the twigs picked by the wayside may do more for a child than blocks and sticks which he must use as directed.

"The will to do prompts the doing, the doing reacts upon the will" is the same philosophy which shines forth in Walt Whitman's poem as he says: "The song is to the singer, and comes back most to him; the teaching is to the teacher, and comes back most to him; the love is to the lover and comes back most to him; the gift is to the giver and comes back most to him, it can not fail; the oration is to the orator, the acting is to the actor and not to the audience and no man understands any greatness but his own or indications of his own."

Within the school walls of to-day there is bound the great life force of the future which is to grow into "Perfect freedom

through implicit obedience to law." Are the conditions of growth what they should be?

To become inactive is to die; mechanical activity may mean spiritual death.

PAPER OF PRINCIPAL CHANNING STEBBINS.

Observations Concerning that Part of the Report of the Committee of Ten, Relating to Mathematics and English.

Burke somewhere says that the collection of the revenue of a country is always the proper subject for political discussion. And if we look at the doings of the parliaments of civilized countries we will find that this question is the main subject of debate. Nor is it likely that the next century will see any other usurping its place. And not more surely is this a topic for general discussion in legislative bodies than is a proper course of study a topic for discussion in educational conventions. And the prospects of a final settlement are not brighter than are the prospects for an agreement between different parties upon the proper subjects for the collection of the revenue of the country. And, although this question is not destined to a speedy settlement, still the discussion of it is of the greatest advantage to the cause of education. It serves to keep alive the spirit of progress and it stimulates every one engaged in the business of teaching to thought, reflection and investigation. New plans will be tried, modified, thrown aside, tried in part again and the zeal of teachers stimulated by this constant searching for the ideal. At the present juncture this question is being discussed in educational circles with renewed interest. The report of the committee of ten recommending a course of study for elementary and secondary schools has aroused them as they have not been aroused for years. During the last 25 or 30 years colleges and universities have rapidly increased in number in our favored land. So rapidly that the future expansion of some and the very existence of others is conditioned upon their receiving an increasing number of students year by year. The officers of these institutions have been taking an extended survey of the situation, have noted the age at which pupils are passing from the grammar schools into the high schools and have seen that their interests would be served if the progress of pupils in the elementary schools could be hastened and the course of study in these schools so modified that it would be directly in line with the general requirements for admission to college. Hence these college officials, seconded by a number of high school principals who are ambitious to prepare an increasing number of pupils for higher institutions of learning and by the principals of the

fitting schools whose interests are bound up with those of the colleges, have unanimously resolved, first, that the most defective part of the education of this country is that of the elementary and secondary schools; second, that every subject taught in all these schools should be taught in the same way and to the same extent to every pupil who pursues it, no matter what the future lot of that pupil is to be nor at what point he may bid good by to the schoolroom.

It may seem unfair to suggest that any but the highest motives actuated the committee during its labors, but let us pause a moment to notice the composition of it.

The National Council of Education at a meeting held in Saratoga, July 7th, 8th, and 9th, 1892, recommended to national Educational Association meeting at the same place and time that the following gentlemen, Chas. W. Elliott, president of Harvard University; Wm. T. Harris, commissioner of education; Jas. B. Angell, president of the University of Michigan; John Tetlow, head master of the Girls' High School, Boston; Jas. M. Taylor, president of Vassar College; Oscar D. Robinson, principal of the High School, Albany; Jas. H. Baker, president of the University of Colorado; Richard H. Jesse, president of the University of Missouri; Jas. C. McKenzie, head master, Lawrenceville School, Lawrenceville, N. J.; Henry C. King, professor in Oberlin College, should be appointed a committee to consider the state of secondary education throughout the country and to appoint sub-committees to consider specifically each important subject on the programs of secondary schools.

The National Educational Association adopted these recommendations, and the committee of ten began its labors by appointing nine conferences of ten each to report upon a course of study including both elementary and secondary instruction in Latin, Greek, English, other modern languages, mathematics; physics, natural history, history and geography.

Let two facts be noted here. The original recommendation under which the committee of ten were appointed declared the office of the committee was to inquire into the condition of secondary education. As soon as the committee organized they proceeded to enlarge upon the powers which were delegated to them and included elementary education with secondary education.

The 90 members of the nine sub-committees, or conferences as they are called, with but two or three exceptions, were drawn from the ranks of those who are engaged in secondary or higher education. College presidents, professors, and high school teachers are the authors of this new course of study and accom-

panying methods of instruction which are offered to the public for use in elementary schools.

The committee are entirely candid in their report and do not attempt to disguise in the least the object of their aims. They claim, however, that while advancing the interests of the secondary schools and colleges they will increase the efficiency of the elementary schools. In the main the issue is the old one; shall colleges accommodate themselves to the instruction given in the secondary schools, or shall secondary schools compel their pupils to travel a road which leads straight to the gate of some higher institution of learning, and elementary schools have for their chief work the preparation of pupils for the high schools?

An enormous amount of patient labor has been expended in preparing the report of the committee of ten. Commissioner Harris calls it the most important educational document ever published in this country. Certainly such an array of talent was never before marshaled for the preparation of a like work. I shall notice in this brief paper only such parts as relate to the teaching of mathematics and English in the elementary schools.

The main objects of the study of English are stated as follows: "(1) To enable the pupil to understand the expressed thoughts of others and to give expression to thoughts of his own. (2) To cultivate a taste for reading, to give the pupil some acquaintance with good literature, and to furnish him the means of extending that acquaintance."

The committee recommend methods of instruction in English which are nearly those of the more recent text-books on this branch.

During the first two years of school life, children are to be asked to retell stories told, or read to them by their teacher and encouraged to invent them concerning pictures or objects.

From the third to the sixth year they are to receive training in the correct use of irregular verbs and pronouns and taught to be observant of the more common errors of speech. The writing of composition is assigned as class-work as early as the beginning of the third school year, and is to be continued throughout the entire language course until the pupil passes out of the high school. There are some who will not approve of the employment of so much time in this exercise. If the teacher systematically corrects even a small part of the original writing of his pupils he consumes a large share of his energy. If he neglects to systematically examine them this exercise soon ceases to be of much value.

While it must be admitted that much practice is necessary before ease in writing can be obtained, it is an open question at what period of school life that practice should be enforced. It

has been my observation that children of the age of 14 and 15 who have had but limited drill in composition will express themselves with more force, fluency and originality but with far less correctness than those who have had much instruction in this branch, other things being equal. Another recommendation is that the teaching of formal grammar should not be begun before the thirteenth year of the pupil's age, that it should not be necessary to pursue the subject for more than one year. In this time it is expected that pupils will learn the parts of speech, and to analyze sentences, both as to structure and syntax. Parsing is placed under a ban. A knowledge of this much of grammatical analysis is declared to be useful because grammatical analysis is needed as an instrument of interpretation and criticism. By deferring the teaching of formal grammar until the end of the seventh school year the committee evidently believe that pupils can be taught to write and speak correctly without its aid. Just here a battle-ground will undoubtedly be found, when this method of language teaching comes up for general discussion. It can be asserted that the study of formal grammar has not in the past given the average pupil the ability to speak and write his native tongue correctly. It can be further asserted that no system of instruction in English has succeeded in bringing about any better results. The adherents of the old and new methods of instruction in language are still bravely fighting out the old fight and the issue is as much in doubt as ever. Many of the errors of speech or writing are of that nature that no rules except very general ones will answer for their correction; and a growing intelligence, a development of the critical faculty and the cultivation of good taste are necessary to eradicate them. But will the study of the precise rules and precepts of the old formal grammar, or the more general instruction afforded by the so-called language work, afford the greatest aid to the teacher and pupil? Is grammatical analysis an instrument that can be used in interpretation and criticism as the report asserts? When close reading is necessary to ascertain the meaning of a passage, does any one pick out phrases and clauses, label them as adjective or adverbial, proceed to find the words they qualify or modify, and in this way clear up the obscurity?

Is not the meaning first sought for, and is not a correct analysis impossible until this is ascertained? Undoubtedly some knowledge of the matter of analysis on the part of those pupils who are engaged in critical reading will aid the teacher in conducting a recitation. What does this phrase modify? What is the object of that verb? What does this word qualify? What is the object of that phrase? are examples of questions which can be

put concisely and which at once apprise the teacher, when answered, of the pupil's state of mind concerning the meaning of the passages under discussion. Enough knowledge of grammatical analysis on the part of pupils to enable the teacher to handle a class in this way is certainly desirable. At the beginning of the seventh school year the committee recommend the reading book to be discarded and literature only, consisting of equal parts of prose and poetry, to be read henceforth. Narrative poetry is declared to be proper reading matter, but sentimental poetry is to be sparingly dipped into.

Perhaps the committee would classify as sentimental poems only those productions in which love is the theme, and they wish to caution educators against the reading, by the class, of too much of this kind of verse. Many, however, would call Burns' "Cotter's Saturday Night," Goldsmith's "Deserted Village" and Gray's "Elegy," poems of sentiment. "Complete works are to be preferred before extracts." This recommendation will not meet with unqualified approval. Are not the gems from a hundred authors to be preferred to a knowledge of one or two entire works? Authors are read by the multitude at least for their finest passages. These are treasured in the memory long after the general features of a poem have been forgotten. The question is not so much what should be read by a person of mature years, but how can good literature be made most attractive to the young and what is best suited to their understanding. Methods of teaching English in the main, like those recommended by the committee, have been employed in many schools for years. Yet pupils coming from these schools in very many instances bring with them but little love or taste for good literature. They may talk fluently concerning two or three works they have read in class, but the reading of these works has not stimulated them to make a wider incursion into the great domain of literature. With one or two suggestions I will pass from this part of the report. Allowing that critical reading in class often fails to develop a taste for the best literature, it certainly may furnish a most valuable training in close and accurate reading. The importance can not be overstated of that habit of mind which tends to cause one to examine closely what he hears or what he reads, and keeps one from drifting along, agreeing without question or condemning without examination. It seems to be in the economy of nature that a taste for literature is usually implanted during the growing years, and, in very many cases, it can be directly traced to the fireside. It was implanted in the heart of the child as he listened while some one read. Suppose we take a hint from this fact and bring a little more home train-

ing into the life of the school. An hour per day in every class, from the lowest to the highest, would be well employed in listening to the reading of suitable literature if the teacher was an expressive reader and his heart was in the work. Such a teacher will receive that kind of attention on the part of the class that is more genuine and intense than will be given to any other exercise. How can the young spend better part of their school life than in listening to the bright, the happy, or the elevating words of the great lights of literature, whose works are among the glories of the age?

The recommendations of the committee concerning the teaching of mathematics in the elementary schools may be summarized in part by saying that arithmetic is to be completed at the end of the eighth school year. A number of subjects usually found in arithmetic are to be omitted. The entire subject is to be enriched by a rational method of teaching, some of the details of which are given in the report. A brief reference to them will be made hereafter. About the time the pupil begins percentage he should be taught enough of algebra to enable him to form and solve easy equations. Formal algebra is not to be commenced until the close of the eighth school year, at which time arithmetic is to be dropped. But in the tenth and eleventh school year book-keeping and commercial arithmetic are joined as an elective study. Concrete geometry, by which is meant cutting and folding paper into geometrical forms, molding the same forms from clay for the purpose of making the pupil familiar with these essential features and developing his perceptive faculties, is to be part of the course from the fifth year. The study of formal geometry is not to be commenced until the tenth school year. Without doubt the limiting of the work in arithmetic to the first eight years of school life will meet with strenuous opposition in many quarters. Rightfully or wrongfully, arithmetic is very generally regarded as the study which affords in elementary the most discipline to the minds of the young. It is, comparatively speaking, the subject that is best taught in most schools. The majority of our teachers in elementary schools are better educated in this branch than they are in any other. That which is best understood is usually best taught. The progress of the student, while studying arithmetic, can be very definitely measured. A knowledge of arithmetic is most necessary to our daily needs. Indeed, it is difficult to name any subject of general interest that may not in some way be the subject of an arithmetical calculation. A thorough training in arithmetic admirably equips a pupil for future mathematical studies. Arithmetical analysis, though not so comprehensive in its scope

as is the equation, furnishes a better discipline in those methods of reasoning that are most nearly allied to the processes of everyday thinking. A knowledge of arithmetic as an instrument of investigation is of far more general utility to the average mind than is a knowledge of elementary algebra. It lends itself more readily for work in many directions than does any other branch of mathematics. In popular estimation it stands next in value to reading and writing and when the disciplinary value of different studies taught in elementary schools is under consideration it ranks first in importance. For these and many other reasons the general public will be slow in consenting that the subject shall be curtailed or that it shall cease to be studied at the end of the eighth school year. But the committee propose to so enrich the course that under the new dispensation eight years of study of this branch will yield more value to the pupil than he would receive by following the course of the methods now in common use. Let us briefly note those parts of the arithmetic that can be omitted without loss in the opinion of this committee. "Banking, insurance, discount, exchange, partial payments, compound proportion, cube root and questions involving calculations in weights and measures, which are obsolete," are to be stricken out because the pupil can have no definite idea of the nature of the problems he is called upon to solve and, therefore, valuable mental energy is wasted and he accomplishes nothing of value. Now, if the committee had recommended that partnership, as it is commonly presented, should no longer be part of the course, but few would doubt the wisdom of their action. If it is true that these subjects to be stricken cut present such difficulties to the students as the report affirms, there is good reason for deferring their consideration until a more mature age is reached. On the contrary, if it is true that pupils are interested in these subjects, that they can be readily understood, that they have already picked up considerable knowledge concerning them, then they are proper subjects for further investigation by the time the pupil reaches them. Simple problems in insurance can be given with profit to those who have learned the four fundamental rules of arithmetic. Almost every child knows of someone who has his property insured and, if he is asked, he will tell that it should cost more to insure a frame house than a brick one, a house standing in a block, than a house standing alone, a planing mill than a dwelling-house. It is just as easy for him to find the cost of insuring property at 50 cents per \$100 as it is to find the cost of lemons selling at 50 cents per 100. Any pupil who has mastered fractions has sufficient maturity to understand the principles involved in any ordinary commercial

calculation, the committee of ten to the contrary notwithstanding. The report cites a few definitions such as are usually found in arithmetic as evidence to show the difficulties the pupil has to contend with in commercial arithmetic. I quote from the report:

"The payee of a draft is the one to whom the money is ordered to be paid." "The market value of stock is the price per share when sold for cash;" in fine, continues the report, "the pupil may be able to state the first principles of commercial law, but he can have no clear conception of what all this means."

In answer it may be said that many of the elements of commercial law can be made clear to the average class by the time they take up percentage. The laws of business are substantially the actual practices of the business community expressed in rules and maxims and invested with the authority of law. In these days of general intelligence pupils have already learned something of business and are eager to know more. And what can be placed before a class which will call for greater interest or furnish a better discipline than will the elementary principles of this science which so nearly concerns the interest of every one? Our present course in arithmetic might be enriched by including the principles of double entry bookkeeping. Not that the subject can be treated in such a way as to make accountants of the pupils in our grammar schools, but problems in arithmetic can be framed whose solution will bring about an understanding of the general principles of this science. These problems will offer no more difficulty to the student than do many questions now contained in our arithmetics which involve only a use of the fundamental rules in their solution. Without knowing that he is studying any other subject than arithmetic the student might obtain such a knowledge of the subject as will enable him to read a ledger understandingly, to comprehend an ordinary financial statement issued by a bank, or a statement issued by a building and loan association, or such a statement as is usually furnished by an agent to his principal. In brief a general understanding of the science of accounts might be gained in this way that would be of value whether it is the lot of the pupil to become a professional man, a merchant, a clerk, a mechanic or laborer. Should it be urged that many teachers are not qualified to teach the elementary principles of commercial law and bookkeeping in connection with lessons in arithmetic, the reply would be, that the adoption of the suggestions of the committee of ten would impose tasks much more difficult upon these same teachers.

The report lays much stress on the importance of paying more attention to facility and correctness of work in arithmetic. There is no general disregard of these essentials in our schools. All

teachers are earnestly striving to secure quickness and accuracy in computation from their classes. The committee furnish no helpful suggestions that will enable teachers to overcome the infirmities of human nature.

Dumas was asked by a young author, "How shall I produce a successful play?" "Cram it with wit, cram it with wit," was the reply. The committee of ten say, teach your pupils to be rapid and correct in arithmetical computation. Their advice is no more helpful than that which Dumas gave.

It is further recommended that teachers should use objects wherever possible to illustrate the processes of arithmetic. Questions suggested by the "environments of the class originated on the spur of the moment" are declared to be more interesting and profitable than examples taken from text-books. These are helpful suggestions and doubtless many will profit by them. A curious specimen of an original question is given. "How much coal will have to be burned to heat the air of a room from the freezing point to 70 degrees?" The report goes on to say in substance that a child of 12, by a few simple experiments, could gain the idea of a quantity of heat, and having gained this much he would have no difficulty in finishing the problem. Perhaps some may be excused for thinking such a question would present more difficulties to a child of 12 than he would encounter in any problem in commercial arithmetic which the report asserts are beyond his understanding.

With a word concerning the teaching of concrete geometry to pupils of the age of 11 years and upwards, this paper will be concluded. The last 15 years has witnessed a great change in the way this subject is commenced. Most of the recent text-books have placed a variety of easy problems for original work to be solved early in the course. Teachers recognize that truths discovered by scholars are much more helpful than are the same facts when they have been taught in the usual way. Original work in geometry, suitable for beginners, can readily be devised by an ingenious teacher. Text-books suitable for use in elementary schools are making their appearance. It is not unreasonable to expect that in a few years this important subject will be found on the programs of most elementary schools. Here is a fruitful field that has received too little attention in the past. The subject rightfully presented awakens a lively interest in the classroom.

Very many elementary truths are so near axioms that any intelligent pupil will understand them from illustrations. Until recently the plan has been to train pupils to understand a rigorous demonstration before they were called upon to make practical

applications of their knowledge. Now the order is reversed and a multitude of facts are first presented and the task of training pupils in demonstrations is left until these facts are comprehended. The science of teaching has made a rapid advancement by this change in methods of teaching elementary geometry.

The committee on resolutions through the chairman, Professor Hawkins, of Plattsburg, offered the following report, which was adopted:

Resolved: 1. That we express our full appreciation of the papers and addresses presented at this meeting.

2. That we specially thank State Superintendent James F. Crooker, Superintendent John Jasper, Dr. A. B. Poland, State Superintendent of New Jersey, and the Hon. Seth Low.

3. That our thanks are due to the officers of the association, especially to President Geo. E. Hardy, for their time and energy given to the arrangement and carrying out of the program.

4. That we express our thanks to the members of the local committees, and especially Superintendent Thomas R. Kneil, for their painstaking efforts in arranging for our personal comfort and pleasure.

5. That we heartily indorse the sentiments of the paper read by the Hon. Charles Buckley Hubbell on "A Needed Reform," and we pledge ourselves as teachers to further the aims of the anti-cigarette league.

6. That it is the opinion of this association that the key of the solution of the problem of giving rural communities improved schools is found in the combination of small schools and school districts, and in the transportation of children to centrally located schools.

The inspectors of election announced the unanimous election of the following officers for the ensuing year:

President, Edward N. Jones; vice-presidents, Emmet Belknap, Thomas R. Kneil, Annie E. Downing, Gratia L. Rice; secretary, Welland Hendrick; assistant secretary, Charles H. Van Tuyl; transportation agent, Arthur Cooper; treasurer, Percy I. Bugbee; superintendent of exhibits, Walter S. Goodnough; members of executive committee for three years, Chas. F. Wheelock, William J. O'Shea.

President Hardy. — I never before in my life have had as pleasant an experience as I have had during the past three days in Saratoga. It has been a pleasure to preside over the deliberations of your association. Nowhere and at no time have I been treated with a greater degree of courtesy and uniform kindness on the part of all, and I am very glad to say that it is the unanimous testimony of all that never before in the history of the association has the convention been more practical in its character.

In laying down the gavel I thank you most heartily for the courtesy and kindness that you have extended to me. I bespeak the same courtesy and kindness to my very worthy successor, Principal E. N. Jones, of Plattsburgh, whom I now introduce to you.

President Jones:

Teachers of New York.—To be chosen to preside over the largest, the most representative, the most influential of the voluntary educational associations of the greatest State of the American Union, is a high distinction; so high that I can not adequately express to you the gratitude which I feel for the cordial unanimity and the hearty good will in which you have conferred the honor upon me. What is the further pleasure of the association?

The report of the committee on necrology was ordered printed.

REPORT OF THE COMMITTEE ON NECROLOGY.

O. W. Bardeen, Syracuse, Chairman.—As this report covers the deaths of two years and must mention many names, the notices must be briefer than could be desired, especially as to those who have been prominent in the history of this association.

DEPARTMENT OF PUBLIC INSTRUCTION.

February 3, 1893, in Albany, aged 50, Addison A. Keyes, formerly Deputy Superintendent of Public Instruction.

He was a graduate of the Albany Law School, and for several years a clerk in the Department of Public Instruction. He was appointed deputy by Neil Gilmour, to succeed Jonathan Tenney, and remained in office during Mr. Gilmour's administration.

He purchased the interest of Charles Emory Smith in the Albany Express, and was for a dozen years managing editor. When Conkling and Platt resigned, he took stand against their re-election, which led to his retirement from the paper and to the loss of his political power. Of late years he had been correspondent for several newspapers.

SCHOOL COMMISSIONERS.

Among commissioners in office there has been only one death.

March 17, 1893, in Cato, after an illness of one week, J. Erwin Olmstead, school commissioner for the northern district of Cayuga county.

He was born in Cato, August 4, 1866, graduated from Weedsport union school, and had four years experience as a teacher, last as assistant in the union school at East Syracuse. In 1890 he was elected commissioner, and proved an excellent officer.

Among former commissioners the following deaths are recorded:

June 27, 1892, in the parlors of the Reformed church parsonage at Yonkers, Joseph Howard Palmer was offering a motion, when he stopped, complained of faintness, rose to go out into the air, fell into the arms of the elders sitting near, and within five minutes breathed his last.

He was a great grandson of that sturdy hero of the revolutionary period, Ebenezer Wood, from 1748 to 1798 sheriff of Rockland county. His father went, when a young man, to Camillus, Onondaga county, New York, and here all his seven children were born, Joseph on September 16, 1824.

He was an ambitious boy, and by alternate teaching and studying carried himself through the Albany Normal, under David P. Page. On May 1, 1850, he began to teach mathematics in the College of the City of New York, and held the position till December 1, 1870. He was afterward school commissioner for a term, and was at one time a candidate for State Superintendent of Public Instruction. He had lived in Yonkers since 1855, and his hospitable home is pleasantly remembered by many prominent teachers.

September 25, 1892, in Peekskill, James W. Husted, first school commissioner for the third district of Westchester county.

He was born in Bedford, in 1833, graduated from Yale in 1854, and admitted to the bar in 1857. He was for 22 years a Member of Assembly, and was Speaker for six sessions.

During the same month another of the commissioners of the county died — John B. Little.

On August 18, 1893, Robert W. Jones, formerly school commissioner and principal of the Lowville public school, left home and had not been heard of till his remains were found about the last of November in a swamp near North Stockholm. The case was mysterious, as no reason was known for suicide, and there were no evidences of violence.

February 1, 1894, at Malone, aged nearly 79, Sidney P. Bates, M. D.

He was town superintendent of schools under the old system, and when the office of school commissioner was created he was elected in 1860 and again in 1863. In 1870, he was appointed to fill out the unexpired term of George T. Collins. It was largely through his influence that the union school of Malone was organized.

CITY SUPERINTENDENTS.

Here the losses have been heavy. Among those still in service three have died.

August 27, 1892, at Lansingburgh, of Bright's disease, aged 55, Edward Wait.

He was born in Cooksboro, Rensselaer county, and with only a common school education he went West, practicing law for a time in Minnesota, where he was at one time district attorney for the county, and surveying, and teaching school in Kentucky. When the war broke out he enlisted in the Second Minnesota, and was assigned to the engineering corps. He accompanied General Sherman on his march to the sea, and was promoted to be lieutenant.

After the war he taught for a time in Rensselaer county, became school commissioner for the second district, was re-elected, but before the close of his term was appointed to the position which he held at the time of his death. He was a close friend of Superintendent Beattie, whose death preceded his so little, and was prominent in the association of commissioners and superintendents, of which he was for one year president.

June 11, 1893, in Oswego, Emerson John Hamilton, Ph. D.

He was born in Essex, Vt., December 22, 1817, and graduated from the University of Vermont in 1842. He taught two years in Williston, Vt., and afterward at Oneida, N. Y., at Wellsboro, Pa., and at Bath, N. Y., in each of the latter places for five years. He came to Oswego in 1854, as principal of the high school, where he remained till 1872, when he established a private classical school for boys. On the death of Mr. Douglass, in 1884, he was elected superintendent of schools, which position he held at the time of his death. He had also been alderman in 1879-80, and mayor of the city in 1881. At his death the city's flag was floated at half-mast.

He was a frequent attendant at teachers' associations, and in his earlier years took a prominent part, being for a time one of the editors of *The New York Teacher*.

He was a teacher in the full and true meaning of the term. He thoroughly understood and perfectly appreciated the gravity of the responsibilities assumed by one who undertakes the education of youth—responsibilities than which there are none greater. For this work he was abundantly prepared, and to it he gave a long, earnest and laborious life, his best years being spent in Oswego. There is sincere sorrow in hundreds of our homes because of the loss of one at whose knees the fathers and mothers of to-day receive the priceless rudiments of education, as well as the lessons of industry, sobriety, culture and morality. No matter whether one came in contact with Mr. Hamilton in the public school as instructor, in an official capacity, in business relations, or in the church serving the God he loved, he was always the same—gentle, refined, dignified and manly, a good citizen and a husband and father who fulfilled every duty.

December 2, 1893, in New York, Paul Hoffman, assistant superintendent of public schools.

On the evening of November 30th, he was crossing Broadway to catch an uptown car, when he was struck by a down-town cable car and dragged along the track under the platform. Four of his ribs and one of his wrists were broken, and there were internal injuries which caused his death.

He was born in Berne, Switzerland, in 1843, was graduated from the University of Berlin, and was appointed physician to an exploring expedition to the North Pole. On his return he visited Africa and Asia, was for a time physician to one of the Persian rulers, and made quite a fortune by practice in Japan, but lost it in speculation. He then came to the United States, and in 1872 began teaching in New York city. In 1877 he was made vice-principal of No. 22, and in 1881 was elected assistant superintendent. When manual training was introduced, the direction was put into his hands. He was both respected and loved, for he was generous to a fault.

Among those who have retired from active service, three have died:

July 27, 1893, in Utica, Andrew McMillan.

He was born in Augusta, December 11, 1820, and attended the district school and Augusta Academy. He worked on the farm summers, and by industrious application at odd moments prepared himself for college, but was unable to go.

When he was 20 years of age he taught his first school at a place called Yale's Corners, in Augusta. He taught various district schools in the town of Augusta for 15 consecutive years; the last two or three years he had charge of the union schools of Oriskany Falls, at a salary of \$400 a year. In his early teaching he was very successful and was able to control in schools where others totally failed. Hence, his services were much in demand, and he had his choice of employment and commanded the best salaries, which, in those days, were not large.

When he was 23 years of age he was made town superintendent of schools at Augusta, and held that position for six years, until it was abolished to give place to district commissioners. In his teaching in the country schools, the number of pupils ran from 50 to 80, the latter number being in attendance during the entire term he taught in Knoxboro. He was not given to punishing children, but managed them in other and better ways. While at Oriskany Falls, he was often called upon to attend institutes and conventions, and in this way became very well known among educators of central New York.

In 1856 he was elected principal of the advanced school in Utica, and continued in charge for 11 years. In 1867 he was

elected to succeed Mr. Heffron as superintendent of schools in the city of Utica, and continued in office till the summer of 1892. He had then completed his twenty-fifth year as superintendent, his thirty-sixth year of connection with the Utica schools, and his fifty-first year as a teacher in Oneida county. All his teaching was within 15 miles of his birthplace.

Among the educators of the State, he held an enviable position. He attended the first teachers' institute held in Oneida county, and was always a regular and welcome attendant at all prominent gatherings of teachers. In 1873 he was elected president of the New York State Teachers' Association, and was president for three successive years (1868-1870) of the New York Association of School Commissioners and City Superintendents. In 1891 he was elected president of the New York Association of Superintendents.

He received a State certificate in 1855, and the honorary degree of A. M. from Hamilton College in 1867. He was often called upon to lecture at institutes and other educational gatherings, and was looked upon as one of the most prominent men in school matters. In 1883 he was supported almost unanimously by the educational men of the State as candidate for State Superintendent. Few school men were better known throughout the State, and none had more friends.

He retained his youthfulness of appearance and manner and thought far beyond the time of ordinary man. Few people guessed his age because he was always active and always busy. He studied to keep young, young in heart, young in mind, and young in body. A better companion at a convention, on a fishing excursion, on a mountain trip, never lived. His cheerfulness was ubiquitous and infectious. The world was brighter as well as better for all who knew him.

November 12, 1893, in Jamestown, Samuel G. Love.

He was born in Barre, Orleans county, May 30, 1821, and graduated from Hamilton College in 1846. He studied law, but was compelled by failing health to become a teacher. He taught in Buffalo, and in Gowanda, was principal of Chamberlain Institute, 1850-1853, and 1859-1864, and in 1865 came to Jamestown, where he was superintendent for a quarter of a century, resigning in 1890 to become librarian of the James Pendergast Free Library.

His remarkable service in Jamestown was well summed up in the words spoken at his funeral by his successor, Rovillus R. Rogers:

Mr. Love's idea was far in advance of what he was allowed to accomplish. His so-called peculiarities of education have now been so generally accepted that they are thought peculiarities no longer. At an early day he established a system of physical

culture, which at the present time is given daily. In vocal music as school work, he was a pioneer, and he was strongest of all upon manual training. He sought to make and send out into the world men and women with fully-developed characters. He was widely known as an organizer. His chief distinction lay in the value of what he administered. He knew what he wanted and why he wanted it. He always had a clear idea of what he wanted done, and he likewise had a keen insight as to the capabilities of each person. He was not despotic or unreasonable. He administered with system. Little credit is due to Jamestown for its many excellent school features, but most of it to Samuel G. Love. He was a naturalist, and through his efforts a museum was collected. He was also a recognized leader in teachers' associations. A great phase of his work was the training and inspiring of teachers. This was the keynote of his success. His wrath was sublime, but he was ever ready with generous words for faithful service.

He delivered frequent addresses at teachers' associations, and his published reports have permanent value. He was the author of "Industrial Education, a guide to manual training," published in 1887.

March 11, in Buffalo, William L. Rice.

He was born in Mayville, 1820, and educated at Allegheny College. He came to Buffalo in 1845, and began teaching in the public schools. In 1873 he was elected superintendent, and he was re-elected in 1875. Since the expiration of his second term he has been retired from public life.

He was a brother of Victor M. Rice, formerly State Superintendent; and of Miss Emily A. Rice, a well-known institute instructor and teacher, who survives him. Miss Gratia L. Rice, the present institute instructor in drawing, is his niece.

PRINCIPALS OF SCHOOLS.

The following died in active service in charge of New York schools.

September 5, 1892, at Brookfield, of typhoid fever, Edward L. Matheny, recently elected at North Brookfield.

He was born in 1870, near Athens, Ohio, and after teaching at Vincent and at Barlow, entered the Ohio University in 1889, where he had recently secured the first prize in oratory. His death was made particularly sad from the fact that none of his relatives could be present, two of his family lying low at the time with the same disease at his home in Athens, Ohio.

March 29, 1893, in Brooklyn, aged 64, John G. McNary, principal of public school No. 83, New York.

On September 20, 1892, he was assaulted by two unknown men and knocked insensible by a blow from a sandbag. The injuries and shock he received at the time may have hastened his death. Mr. McNary, who was born in New York, had lived in Brooklyn for many years. He was graduated at Columbia College and had been at various times the principal of the public schools Nos. 11, 1, 53 and 83.

March 30, in New York, Jacob T. Boyle, principal of grammar school No. 75.

He was born in New York, in December, 1834, and began teaching as monitor at 14 years of age. In 1863 he became principal of No. 42, the boys' department of which in 1882 became No. 75. He was president of the Teachers' Mutual Benefit Association, and of the Teachers' Building and Loan Association, and had been for three years president of the Teachers' Association.

April 16, 1893, at Monticello, J. S. Crombie, principal of Adelphi Academy, Brooklyn.

He was born in Pontiac, Mich., in 1854, and was graduated from the University of Michigan in 1877. Immediately he became principal of the school at Coldwater, Mich., was superintendent from 1878 to 1881 there, and from 1881 to 1885 in Big Rapids, and in 1885 was called to the principalship of the Central High school at Minneapolis, Minn., where he was very successful. In the summer of 1892 he accepted the principalship of the Adelphi Academy. He overworked himself during December and January, preparing a thesis of over 700 pages on "The Republic of Switzerland," for which he expected to receive in June the doctor's degree from the University of Minnesota. He completed this work on February 4, and left the Brooklyn library at dusk with his manuscript. It was a raw day, and he took a severe cold, which developed later into symptoms of alarming illness. As soon as he was able to go, his physician sent him to Monticello, where he remained from March 3 to March 31. He returned to his work in Brooklyn and on April 8 was advised to go back to Monticello, but his case was already hopeless. He will be pleasantly remembered by many New York teachers who met him in 1892, at Saratoga.

May 18, 1893, in Greenbush, aged 54, Hugh R. Jolley, principal of the union school.

He was born in South Bethlehem, and had taught there and at Coxsackie, at Clyde, and at Herkimer. His disease was cancer of the stomach, and his case had been hopeless for a long time.

May 19, 1893, at Shortsville, Horace L. Clark, principal of the union school.

He was born at Barre in 1862, graduated from the Brockport Normal in 1888, and had taught nine years in South Barre, Ridgeway, LaFayette, and Shortsville. He was unusually successful as a teacher, and had prepared himself to enter college next fall. He took cold while searching in the woods for wild flowers, with his class, and died of peritonitis. The school was closed for the week, and the building draped in black.

November 3, 1893, in Brooklyn, aged 60, Wheaton A. Welch, principal of No. 35.

He was born in Royalton, near Lockport, and after some teaching graduated from the Albany Normal in 1855. He was principal of the school at Catskill for 11 years, of Baldwinsville Academy for two years, of Onondaga Academy, and of Prescott school, Syracuse. In 1872 he became principal of No. 7, Brooklyn, and in 1874 was transferred to No. 35, one of the largest in the city.

On November 14, 1893, at Coopersville, May Porter was burned to death.

She was 22 years old, and lived in Nunda, but taught the school at Coopersville, two miles north, going up on the train every morning. The schoolhouse was built 50 years ago, and was heated by wood kept in a shed near the entrance. The ashes were piled up outside the woodshed.

Shortly after 10 o'clock, Miss Porter noticed smoke floating by one of the windows and sent a small boy to open the door into the woodshed to see what the matter was. As he did so the flames, which had enveloped the shed, rushed out into the school-room, driving the boy, the other pupils and the teacher into the farther corner and preventing escape by the door.

There were some 20 children in the room, and two of the older boys, Melvin and Charles Chambers, 16 and 14 years old, stationed themselves at the window and passed the smaller children through.

Miss Porter aided in handing up her pupils, the flames meanwhile rolling through the room above their heads.

All the children had been passed out except little Willard Johnson, 4 years old, and when he was sent up he did not understand the situation and ran back into the flames.

The teacher darted back after him and the clothing of both caught fire, while the flames began to lap the window where the Chambers boys were aiding in the rescue. They made one heroic effort to pull the teacher through; then jumped through themselves. Outside they could see the teacher struggling to save the child by pulling him to the window, but the roaring cauldron was too hot and they stood back just as the two succumbed and fell into the flames' embrace.

The fire soon burned itself out in the dry, seasoned timbers. Then the bodies were taken out. Miss Porter's clothing was completely gone. She was almost unrecognizable, while the remains of the boy bore no semblance to a human being.

February 12, 1894, at Hillsdale, Myron W. Thompson.

He was born at Chicopee Falls, Mass., in 1847, and began teaching in 1883, at Pine Plains. He was afterward principal at Tariffville, Conn., and at Mellenville, Millsdale and Stottville, N. Y. He was vice-president of the county association, and always a leader in church and social matters.

July 4, 1894, at Dundee, Thomas B. Fitch, principal of the preparatory school.

He was born in Syracuse, in 1866, and was a nephew of Charles E. Fitch, Regent of the University. He was graduated from Hamilton College in 1893 as valedictorian. He took the mathematical scholarship of his class, and the department honor in law and history, and was looked upon as a remarkably promising man in every way. His first year of teaching had been successful, and he made preparations for enlarged work with the coming year.

But on July 2, the Wilson House, in Dundee, took fire, and in attempting to save property Mr. Fitch was so badly burned that he could not recover, and he died two days later.

We have space only for mention of the deaths of the following principals in New York city, in 1893: Mrs. Sarah E. Cowles, for 25 years principal of the Twelfth street school; Gertrude Weed, principal female department of No. 93; Margaret A. McCosker, for 44 years a teacher in the city, and for 10 years principal of grammar school 24; Sarah A. Foster, for 50 years principal of primary school 2; Charles S. Reason, principal of grammar school 80, and the oldest teacher in the public schools, having received his appointment in 1832. On January 12, 1894, Alonzo Hopper died, for 30 years principal of grammar school 11.

In Brooklyn, word has come to us of the death, January 12, 1894, of James E. Ryan, principal of No. 26. In Buffalo, Dr. C. W. Colyer, for 18 years principal of No. 18, died in 1892. In 1893, occurred the death of Mary Jane Stripe, for 15 years principal of Branch street No. 3, Windsor Terrace.

Of former New York principals, the deaths of the following have been recorded:

June 21, 1892, in Indianapolis, Ind., from introversion of the intestines, William S. Lemen, formerly principal of one of the schools in Kingston.

He was born in Dansville, August 22, 1858, graduated from Dansville Seminary in 1876, and after preparation at the Genesee Normal entered the University at Rochester. After graduating

he secured a position at Tonawanda. After one year in this school, he spent two years at Johns Hopkins, and in 1888 became principal of one of the grammar schools of Kingston. The next year he took charge of the department of biology in the High School of Indianapolis, where he was very successful, and had been re-engaged for the next year at a larger increased salary. He was a deacon in the First Presbyterian Church and vice-president of the Christian Endeavor Society.

September 30, 1892, in Skaneateles, Charles O. Roundy, first principal of the Syracuse High School.

He was born in Spafford, May, 1823, and after attending the academy at Homer began his lifework as a teacher. In 1852 he succeeded Mr. Stetson as principal of a grammar school, Syracuse, and in 1855, upon the establishment of a high school, he became its principal, which position he held until 1871. His health had been enfeebled, but after a year or two of traveling he became principal of the union school at Moravia, where he remained for several years. He then retired to his farm in Skaneateles, but still continued to teach in his own district for the love of the work. He was for many years a constant attendant upon the State Teachers' Association, and for several years was chairman of the committee on necrology.

April 7, 1893, at East Varick, aged 90, William Ross.

Nothing is more significant of the changes a few years bring about than the fact that to many of the present members of the State Association the announcement of Mr. Ross's death has no significance. Twenty years ago William Ross was a noted figure at every meeting of the State Association. His red bald head cocked to one side, he was continually upon the floor, usually on the off-side of the question discussed, sometimes tedious and always needing the curb of the presiding officer, and yet often saying the right thing at the right time. There was a mystery attending his personal history. He appeared in Seneca county as an applicant for a school nearly 60 years ago. He never talked of himself or his family, and evaded the questions of the curious. To confidential friends in later years he has stated that his father was Hon. William Ross, once Member of Assembly from Orange county. His mother's maiden name was Sarah Schlack. After his birth his parents separated and finally married, so that he had half-brothers and sisters on both sides. He was brought up in a family to whom he was not related, and he had the common lot of a country boy. His birthday, according to the best information he had, was February 27, 1803. Hence when he died he was a little over 90 years old. His health had been uniformly good until within a few years, when the feebleness of age affected both his mind and body. Within the past few years he was committed to

Willard Hospital, having been for a time violently insane. He recovered only to relapse into a state of harmless imbecility, and was brought back to East Varick about six months ago, where he was tenderly cared for at the home of Reuben Lambert.

He was graduated from the Albany Normal School in 1847, in the same class with George L. Farnham, and with Joseph H. Palmer, whose death has been already mentioned.

He taught continuously winter and summer until he was 80 years old, and some two or three terms afterward, his last school being on the town line of Varick and Fayette in 1886. By careful economy he saved a few thousand dollars, and, though in his later years he lost some by bad investment, he had sufficient to care for him comfortably through life, and to erect a plain monument to his memory. There are none of the older teachers in the State who will not remember the old man kindly.

June 3, 1893, on a train near Albuquerque, N. M., aged 31, Frank R. Hughes, from 1885 till recently principal of the Upper Mills schools, New York Mills. He entered the class of '85 at Hamilton, but gave up his studies and afterward his school on account of poor health.

December 27, 1893, in New York, of pneumonia, Elbridge C. Allen.

Born in Colosse, Oswego county, 1821, he was a graduate from Hamilton College, and received the degree of B. A. from Madison University. He was principal of academies in Utica; Morristown, N. J.; Beverly, Mass.; Derby, Vt.; Fisherville, N. H.; Sing Sing, N. Y.; Cape Vincent, N. Y., and Dixon and Waukegan, Ill. For nearly 10 years he held the chair of mathematics in the Polytechnic Collegiate Institute, Brooklyn. From 1860 to 1870 he was actuary of the Aetna Life Insurance Company, of Cincinnati, and for the six years past he has been an attache of the actuaries' department of the New York Life Insurance Company.

May 20, 1894, at Duluth, Minn., aged 40, Charles M. Parkhurst. He was graduated from Hamilton in 1880, and was for three years principal of the school at Little Falls.

May 31, 1894, in Syracuse, of malarial fever, Ebenezer Butler, principal of schools in Syracuse in 1864, 1866-1873, 1882-1887, and of the school at Whitehall from 1873 to 1882.

ASSISTANT TEACHERS.

Among these, four of the ablest women in the State have died. Of these the normal schools lost three.

In Rochester, July 23, 1892, Mary Victoria Lee, M. D., teacher of physiology in the Oswego Normal.

Dr. Lee was a woman of such abounding health that the news of her sudden death came as an unexpected shock. She was born in 1837 in North Granby, Conn., and was sent to school before she was four years old. She learned little in school, but a good deal outside, her robust constitution inclining her to all kinds of activity, from driving oxen in the field, to beating a big girl black and blue because she called an olive-complexioned friend of Mary's "nigger."

In her seventeenth year she began teaching in East Granville, at \$1.75 a week and board around. In 1854 (?) she entered the State Normal School at New Britain, graduating in 1860, and paying her way meanwhile by teaching at Westfield, Hartford, Middlefield, and New Britain. After graduating she taught two winters at Kensington, and in 1862 was sent by David N. Camp, then State Superintendent, to Oswego, to learn the Pestalozzian method just introduced by E. A. Sheldon and Miss Jones.

In September she opened, in connection with Mrs. Mary E. McGonegal, a training school for teachers at Davenport, Ia., and in 1865 became first assistant in the normal school at Winona, Minn. In 1872 she entered the medical department of Michigan University, graduating in 1874. She then became teacher of physiology and allied subjects in the Oswego Normal, where she has since remained. From 1880-1882, she spent in Europe, devoting the latter year to special study at Newnham. On her return she adopted the Delsarte system of gymnastics, which she subsequently employed.

Dr. Lee was a woman of strong personality, and in her teaching sought to do for her pupils what the teachers of her girlhood failed to do for her—to impress herself upon them as a powerful influence toward healthful and cheerful and high-minded living. She leaves a gap in the Oswego faculty that will be hard to fill.

January 15, 1893, at Conesus Centre, Jennie C. Coe, teacher of methods in the Geneseo Normal.

She was born in Conesus Centre in 1852, and received her education at a district school, the Geneseo Academy, and the Geneseo Normal, from which she graduated in 1874. Her first teaching was in a district school when she was but 16 years of age, and from the year of her graduation from the Geneseo Normal School she was a teacher in that school, except one year during which she taught methods in the Buffalo Normal.

Miss Coe possessed to an unusual degree those qualities which characterize the most successful teacher, and the rank of the graduates of the Geneseo Normal School has in a great measure been due to her very skillful training. She had enriched her

field of knowledge by systematic courses of study, and by travel, both in this country and in Europe, and by her death this school and the State of New York sustained a great loss. A more successful teacher has not adorned the profession in western New York, and the effects of her work and the influence of her life will not cease while those whom she taught are able to influence the lives of others.

In the month of March, 1892, Miss Coe had a very severe illness which prevented her from fully discharging the duties of her position during the rest of her school year. The local board of the school, appreciating the value of her services in the past, offered her a leave of absence for a year, that she might regain her strength and be able to resume her work in the school at the end of that time. This relief from work, however, was not so beneficial as was expected, and she gradually failed until on Christmas she was so severely prostrated that she did not rally.

On March 17, 1894, in Fredonia, Elizabeth Richardson was crushed to death in the elevator of the normal school.

She was born in August, 1840, entered the normal as a student in 1867, was graduated in 1871, and had been a teacher there since 1872—since 1874 as principal of the department of methods. During these 22 years she had been constantly at work, except in 1888-1889, when she was granted leave of absence for a two years' tour in Europe. She was a remarkable teacher; Dr. Palmer said at her funeral that he had never seen her equal. She recognized the good in everyone, and had rare tact in developing it. She was a model of womanhood for the thousands of girls under her instruction. Her death threw the village as well as the school into mourning.

June 3, 1893, at Bostwick, Neb., suddenly, Mary A. Ripley, teacher in Buffalo from 1854 to 1888.

The Buffalo News says she undoubtedly had a greater influence over the young men of Buffalo than any other teacher in the public schools, partly on account of her long service, and partly on account of her strength of character. She began in 1854, in No. 7, and in 1861 was transferred to the high school. From February 29 to July 12, 1866, she was teacher of arithmetic and grammar in the Albany Normal, but except for these five months she taught constantly in the high school for 27 years, most of the time as preceptress of the boys' department. The News says:

Many who never had the good fortune to come within the sphere of Miss Ripley's personal influence supposed from her odd appearance that she was a crank, or judged from her short hair and semi-masculine garb that she was inclined to be manish.

The truth was, she was so thoroughly in earnest about realities that she never bothered herself much about appearances. She was unusually independent in thought, but not at all masculine.

At a memorial meeting held in Buffalo, Superintendent Emerson said of her:

In the schoolroom she was impatient of sham and false pretenses. She did nothing for show; she resisted the temptation always present in teaching to drop into formalism and routine; she was never mechanical, never bookish. She knew that the meaning behind the words is of more importance than the words themselves; she felt that "the letter killeth, while the spirit maketh alive." Hers was no strict or narrow construction of the teacher's duties. She sought to supplement the routine work with the collateral and related work — the apt illustration, the suggestion here, the moral there, the encouragement to original thought and investigation, the bringing in of related facts and principles. She aimed to make the most of herself by making the most of her pupils. She was not a woman of the profoundest learning; her preparation for her calling was not along the beaten track of regular study at school; but she was a born teacher. She took in the character and mental disposition of her pupils as Rufus Choate did of a jury. She possessed not only wonderful tact, but almost infinite patience. If she knew that a boy's understanding of a principle was confused, she gave him personal attention until that principle was clearly seen. If a pupil gave signs of interest in a character she mentioned, she had a book ready to lend him that she might take advantage of his awakened interest. I have known her to keep a note-book in which she recorded the pupil's name, with instances of misunderstanding or ignorance brought out by daily recitations or examination, that she might send her shot straight to the mark the next day or the next term. Such teachers turn darkness into light. It requires care and concentration to teach in this way, while it is easier, and to external appearance often as showy, simply to maintain the outward forms of instruction.

A volume of her poems was published in 1867, mostly verses inspired by the war and giving voice to her strong anti-slavery sentiments. She also prepared a parsing-book which has had a large sale.

The deaths of two other high school assistants should be put on record. On October 4, 1893, died, Annie M. Halpin, assistant in mathematics in the Albany High School; and in the same year occurred the death of Viola Sherwood, since August 31, 1874, teacher in the Binghamton High School.

COLLEGE INSTRUCTORS.

September 21, 1892, at Alfred Centre, Jonathan Allen, president of Alfred University.

He was born in Alfred, January 26, 1823, within a mile of where his lifework was accomplished. He was a member of the first graduating class of Alfred Academy, and in 1846 he was graduated from Oberlin College, and became assistant principal and part owner of Alfred Academy. Here his executive power was at once recognized, and it was under his leadership that the theological department was organized and the charter as a university secured.

He was elected the first president of Alfred University, but declined in favor of his elder colleague, Professor William C. Kenyon. On President Kenyon's retirement in 1867, Dr. Allen was again elected president, and so continued for a quarter of a century. His especial pride was in the Steinheim building, and its fine collection of minerals.

In accordance with his wish, his body was cremated at Buffalo, and the ashes were deposited in a Greek vase of white alabaster, one of his most precious possessions in the Steinheim.

On November 18, 1893, Professor Merriam and Mary Yeargin, of Cornell University, were drowned in Cayuga lake.

Professor Merriam, after partaking of his customary dinner at Sage, invited Miss M. L. Yeargin to take a row on the lake. The couple left the campus about 2.30 o'clock, and one-half hour later arrived at the principal boat-house. A strong wind was blowing at the time, and the professor inquired of the boatman if he thought it was safe to venture out and what precautions to take. The advice was given, and after the couple had stated they would return before 6 o'clock they started out, and that was the last seen of them till their bodies were found.

Professor Merriam was born at Cicero, Onondaga county, January 20, 1867, and when a child removed with his parents to Chattanooga, where his early education was received. In 1885 he entered Vanderbilt University, from which he was graduated with the degree of B. S., in 1889. During the year 1889-90, Professor Merriam held the fellowship at Vanderbilt. He then entered Johns Hopkins University, holding a fellowship in political economy during the year 1892-3. He received the degree of Ph. D. from that university, and was appointed instructor in political economy at Cornell. Several of his writings have been published.

Miss Yeargin had made a brave struggle for an education. Her father, who was a farmer of Laurens county, S. C., was unable to send her to college. He owned a gin and employed a colored man

as the engineer. Miss Yeargin asked him to let her run the engine and to pay her the salary given the colored man.

He consented and she proved fully capable of acting as engineer. She soon accumulated enough money to attend a Methodist college, from which she graduated. After teaching in the college for some time, she went to Leesville, S. C., where she taught about a year.

She wanted to go higher, however, and managed to obtain the means to go to Cornell University. While teaching in the college here she educated a younger sister.

June 29, 1892, at Clinton, Theodore William Dwight.

He was born at Catskill, July 18, 1822, where his father, a son of President Timothy Dwight, of Yale College, and educated for a physician, was doing business as a merchant. The family soon moved to Clinton, where at the age of 15 Theodore entered Hamilton College. He graduated at the head of his class, and after some scientific study and after serving as temporary principal of the Utica High School, he entered the Yale Law School. At 24 he was made professor of law and civil polity in Hamilton College, and in 1858 was invited by Columbia College to found a law school in New York, which position he held up to the time of his resignation in February, 1891.

His literary labors were mainly confined to legal works. For many years he was associate editor of the American Law Register, for which work he wrote many articles. He was legal editor of Johnson's "Cyclopaedia of Literature and Science" and he edited Sir Henry Sumner Maine's book on "Ancient Law."

In 1874, he was nominated by Governor John A. Dix and confirmed by the Senate in 1874 as a member of the Commission of Appeals, a subsidiary court having the same duties as the Court of Appeals. He held office until the commission concluded its sessions in July, 1875, and during that time wrote many important decisions.

May 26, 1894, in Brooklyn, aged 64, Jerome Allen, Ph. D.

He was graduated from Amherst College in 1851, and became the first president of the Presbyterian college at Lenox, Ia. He prepared a manual of map-drawing for A. S. Barnes & Co., and in the winter of 1869-70 traveled through parts of Connecticut with Secretary Northrop, of the State board of education, introducing it. He subsequently became teacher of natural science in the Geneseo Normal, and is pleasantly remembered by the earlier graduates of that school. His favorite motto was, "investigate for yourself," and this was his usual answer to questions in the class up to his latest teaching. He was called from Geneseo to become principal of the St. Cloud Normal. In 1884 he returned to New York to become associate editor of the New York School

Journal. While here he entered upon the work with which his name will be especially remembered of founding the department of pedagogy of the University of the City of New York, now become one of the largest and best known in the university. When failing health compelled him to give up active teaching, he was elected dean emeritus, and held that honor at the time of his death. He was president of the New York Teachers' Association in 1881, and founded the New York Teachers' Reading Circle.

January 10, 1894, New York, Ella Weed, secretary of Barnard College.

She was born in Newburgh, and graduated from Vassar in 1873. She became principal of a school for girls in Springfield, Mass., and in 1881 took charge of Miss Anna Brown's school for girls, where she remained till her death, refusing a call to Smith College. She selected the entire staff of teachers for Barnard College.

June 3, 1894, at Annandale, James Stryker, for 20 years professor of mathematics in St. Stephen's College.

June 10, 1894, in New York, David B. Scott, professor of English literature in the College of the City of New York.

He was born in Edinburgh, Scotland, in 1822. He learned the tailoring trade from his father at Hartford, Conn., and became a tailor's cutter. Already well grounded in Latin and Greek, he was constantly studying to fit himself for a different career, and he became instructor of the classics in Hartford High School, preparing in the intervals of other work to enter one of the upper classes of Yale. He overworked and broke down and, after a slow recovery, came to New York in 1845.

He was soon appointed first assistant under Leonard Hazeltine in old No. 14; in 1849 was made principal of No. 25; was afterward appointed to No. 40, where he remained until 1870, when the introductory class of the city college was reorganized into a department and Mr. Scott was called to the principalship with rank as professor in the college faculty. The position was subsequently abolished, but the chair of English literature becoming vacant by the death of Professor Barton, Professor Scott was appointed to that department, where he remained until his death. He was the author of three school histories of the United States and was an effective public speaker.

June 21, 1894, at Ithaca, aged 47, Herbert Tuttle, professor of modern history.

He was born in Bennington, Vt., in 1846, graduated from the University of Vermont in 1869, and was engaged in newspaper work, both in this country and in Europe, until 1880, when he

was appointed lecturer in the University of Michigan. In the following year he accepted the chair of modern history at Cornell. His works are German Political Leaders and the well-known History of Prussia, the three volumes of which, issued thus far, cover the period 1134-1756.

The association feels deeply the death on October 11, 1893, of Thomas F. Donnelly, for many years a regular attendant, and the reader of one of the best papers at the meeting of 1891.

Mr. Donnelly was born in Ireland May 10, 1846. He came to this country, and though but 15 years of age enlisted at once in the One Hundred and Fifty-sixth New York regiment, with which he served throughout the war, having attained the rank of lieutenant when it was mustered out of service.

He became connected with the firm of A. S. Barnes & Co., rising to the position of general manager. He remained with this house until its business was merged in the formation of the American Book Company, in whose employ he filled an equally arduous and responsible position.

Notwithstanding the exacting nature of his business duties, Mr. Donnelly found time to collect an extensive library of the best editions of the best authors. He was a contributor to various newspapers and periodicals, writing mostly on bibliographical subjects. His history of the United States, for writing which Barnes & Co. paid him \$1,500, was capitalized at \$100,000 upon the formation of the American Book Company, a higher value than was assigned to any other book on the combined list of the four great houses.

Probably no man in his generation had a wider or pleasanter personal acquaintance with educational men, among whom in every State in the Union his loss will be felt as that of a dear friend.

Professor Percy I. Bugbee, of Oneonta, treasurer of the association, submitted the following report:

TREASURER'S REPORT, JULY 11, 1894.

Receipts.

On hand at last report:

July	9, 1892. Invested	\$1,209 26
July	9, 1892. Cash	4 11
		<hr/>
		\$1,213 37
		<hr/>
July	24, 1892. E. C. Colby	\$5 00
Aug.	1, 1892. Dr. Moulfort	10 00
Sept.	3, 1892. John S. Clark	35 00

STATE TEACHERS' ASSOCIATION.

1895

July 11, 1894.	Membership fees, 1894.....	\$156 50
July 11, 1894.	Art department of association.....	5 00
July 11, 1894.	Accrued interest in Albany Savings Bank	91 02
		<hr/>
		\$302 52
		<hr/>
Total		\$1,515 89

Expenses — Bills Audited.

Sept. 5, 1892.	W. J. Hammond	\$50 00
Nov. 25, 1892.	Chas. Scribner's Sons	5 75
Nov. 25, 1892.	James Cassety	17 90
Nov. 25, 1892.	I. E. Young	13 50
Nov. 25, 1892.	Geo. E. Hardy	12 00
Nov. 25, 1892.	M. J. Michael	4 40
Feb. 19, 1894.	E. N. Jones	17 54
Feb. 19, 1894.	Cortland Standard	2 00
Feb. 19, 1894.	Chas. Scribner's Sons	8 00
Feb. 19, 1894.	Chas. F. Wheelock	12 06
Feb. 19, 1894.	Channing Stebbins	10 00
Feb. 27, 1894.	Jas. M. Cassety	26 72
April 4, 1894.	Benj. D. Benson & Son	3 60
June 23, 1894.	Benj. D. Benson & Son	44 00
June 23, 1894.	W. C. Popper	75 25
June 23, 1894.	Welland Hendrick	7 23
July 11, 1894.	Elizabeth Barry	7 70
July 11, 1894.	Geo. E. Hardy	50 00
July 11, 1894.	Chas. B. Hubbell	4 65
July 11, 1894.	Welland Hendrick	1 65
July 11, 1894.	Daily Saratogian	1 50
July 11, 1894.	E. C. Colby	28 00
July 11, 1894.	Oneonta Herald	8 50
July 11, 1894.	Arthur Cooper	73 58
July 11, 1894.	P. I. Bugbee	2 00
July 11, 1894.	Cash in hands of Treasurer	12 44
July 11, 1894.	Cash in Albany Savings Bank ...	1,020 92
		<hr/>
Total		\$1,515 89

The bill of State Printer Lyon for the publication of the proceedings of the meeting of 1891 was presented for the consideration of the association, and after discussion was referred without instruction to the financial committee.

The amendment relative to the office of assistant treasurer was then taken from the table and passed. Under a suspension of the rules Gustav Straubenmuller, of New York, was elected to fill the office created.

No further business appearing, the association adjourned to meet in July, 1895, at Syracuse, at a date to be fixed by the executive committee.

GEORGE E. HARDY,
President.

WELLAND HENDRICK,
Secretary.

MEMBERS 1894.

J. W. Davis, Kingsbridge, New York.
Eleanor A. M. Gamble, Normal School, Plattsburgh.
Wm. A. Owen, 71 East Eighty-sixth street, New York.
Miss F. A. Coggsell, Grammar School, No. 55 West Twentieth street, New York.
Jared Sandford, Superintendent's Office, Albany.
Mrs. Jared Sandford, Superintendent's Office, Albany.
Miss E. S. Martin, 200 West One Hundred and Thirty-third street, New York.
O. R. Abbott, 253 Lafayette avenue, Brooklyn.
Charlotte E. Searle, 1007 Putnam avenue, Brooklyn.
Sarah A. Montague, 230 East Eighty-seventh street, New York.
Arthur C. Nute, Sherburne.
R. Russell Requa, 65 West Fifty-second street, New York.
Catherine V. Davis, 92 West Eighty-ninth street, New York.
Matilda Davis, 92 West Eighty-ninth street, New York.
A. F. Presley, Skaneateles.
Mrs. A. F. Presley, Skaneateles.
Alfred B. Adams, New York.
John T. Nicholson, New York.
Gustav Straubenmuller, New York.
Bryan J. Reilly, New York.
Wm. J. O'Shea, New York.
Mary G. O'Brien, 730 East One Hundred and Forty-second street, New York.
Nellie T. O'Brien, 730 East One Hundred and Forty-second street, New York.
Kate P. Macdona, Grammar School, No. 6, New York.
Isabella A. McCabe, Grammar School, No. 93, New York.
Emma A. McCabe, Grammar School, No. 77, New York.
Joseph M. Cremin, 169 East Seventy-first street, New York.

- Ellen M. Cremin, 169 East Seventy-first street, New York.
Matilda F. Walsh, 135 Saint Mark's avenue, Brooklyn.
Margaret E. Douns, 135 Saint Mark's avenue, Brooklyn.
Miss E. F. Holley, 10 East One Hundred and Twenty-seventh street, New York.
Miss M. W. Holley, 10 East One Hundred and Twenty-seventh street, New York.
Sarah E. Coley, 360 West Nineteenth street, New York.
Sara J. Davis, Whitesboro.
Cora A. Davis, Whitesboro.
Mary J. Gallagher, 135 East Sixteenth street, New York.
Kate M. Stephens, 135 East Sixteenth street, New York.
Henry J. Heidenis, 348 West Fifty-fifth street, New York.
Mrs. Henry J. Heidenis, 348 West Fifty-fifth street, New York.
Mary Thill, 348 West Fifty-fifth street, New York.
Cecilia Thill, 348 West Fifty-fifth street, New York.
Mrs. C. Beihn, 348 West Fifty-fifth street, New York.
Emma Beihn, 348 West Fifty-fifth street, New York.
Geo. H. Beattys, 31 East Seventeenth street, New York.
Frank D. Beattys, 31 East Seventeenth street, New York.
M. J. Michael, Fort Plain.
Elisha A. Howland, Grammar School, No. 9, New York.
Henry C. Litchfield, Grammar School, No. 79, New York.
Hugh P. O'Neil, Grammar School, No. 23, New York.
Henry P. O'Neil, Grammar School, No. 1, New York.
Monah M. Morgan, Westchester.
Dr. O. S. Lambert, 240 West Twenty-third street, New York.
Schuyler T. Herron, Elizabethtown.
Chas. R. Skinner, Superintendent's Office, Albany.
G. F. Sawyer, Lansingburgh.
Jared Barhite, Long Island City.
Edgar Vanderbilt, Grammar School, No. 11, New York.
W. B. Friedburg, New York.
Thos. R. Kneil, Saratoga.
Randolph McNutt, Buffalo.
Chas. N. Cobb, Regents' Office, Albany.
Helen M. Palmer, Plattsburgh.
James G. Riggs, Plattsburgh.
R. S. Keyser, Middleburgh.
E. Belknap, Lockport.
Miss E. J. Nicholson, 344 East Eighty-fourth street, New York.
Mrs. Randolph McNutt, Buffalo.
A. B. Blodgett, Syracuse.
E. N. Jones, Plattsburgh.
Thos. E. Finegan, Superintendent's Office, Albany.

Arthur Cooper, Mount Vernon.
Mrs. Arthur Cooper, Mount Vernon.
Miss H. E. Bard, Mount Vernon.
A. M. Wright, Waterville.
Geo. Fenton, Broadalbin.
Mrs. Geo. Fenton, Broadalbin.
A. J. Robb, New York.
S. W. Merritt, New York.
L. R. Halsey, 11 East Seventeenth street, New York.
G. H. Stowits, Buffalo.
S. J. Preston, Mamaroneck.
Alex. J. Hutchinson, 91 Ann street, Newburgh.
Dr. F. J. Cheney, Cortland.
Dr. H. R. Sanford, Penn Yan.
B. W. Purcell, 1153 Park avenue, New York.
C. J. Jennings, Huntingdon.
E. Curtis, Sodus.
Edward Smith, 922 Madison street, Syracuse.
Frank D. Russell, Iliion.
J. E. Conan, 50 Howland avenue, Utica.
M. H. Walrath, Troy.
Welland Hendrick, Cortland.
Wm. N. Harris, Greene.
Mary E. Harris, Greene.
Miss S. E. Baird, 148 West Forty-fifth street, New York.
Miss S. L. Frost, 104 McDougal street, New York.
Mrs. B. Ellen Burke, Malone.
S. H. Burnett, Webster.
Mrs. John Torney, 417 West Thirty-fourth street, New York.
Miss Jessie Torney, 417 West Thirty-fourth street, New York.
W. T. Lyons, The Alexandria, Fifty-first street and Eighth
avenue, New York.
Millard W. Baldwin, Port Ewen.
M. Teresa Macdona, Hunts Point, New York.
A. C. McLachlan, Seneca Falls.
Stella E. Whittaker, Hoosick Falls.
J. Mace Smith, Saratoga.
Miss M. A. McGovern, 66 Barrow street, New York.
Margaret Burns, 129 East One Hundred and Twentieth street,
New York.
Rose M. O'Neil, 331 East One Hundred and Twentieth street,
New York.
Kate M. O'Neil, 331 East One Hundred and Twentieth street,
New York.
Anna McGean, 433 West Thirty-second street, New York.

- Mary M. Foster, Sherwood street, Fordham, New York.
N. L. Benham, Niagara Falls.
Jennie B. Brook, 518 West Gray street, Elmira.
Harriet R. Brook, 518 West Gray street, Elmira.
Cora M. Brown, 555 East Church street, Elmira.
Sarah B. Brown, 555 East Church street, Elmira.
Chas. F. Wheelock, Regents' Office, Albany.
Carrie E. Peck, Schuyler.
W. H. Kinney, Lyons.
A. M. Edwards, 611 Crouse avenue, Syracuse.
E. D. Clark, 855 East One Hundred and Sixty-fifth street, New York.
F. B. Barringer, 226 West One Hundred and Thirty-second street, New York.
Lucy V. S. Barringer, 226 West One Hundred and Thirty-second street, New York.
D. A. Blakeslee, Addison.
K. N. Washburn, Springfield, Massachusetts.
Harriet Humphrey, 159 Grand avenue, Saratoga.
Candace M. Kinne, Ilion.
Mary L. Freeman, 166 Woodbine avenue, Saratoga.
James Goodwin, 146 Grand street, New York.
Isaac H. Stout, Geneva.
Kate McClosky, 10 Cottage street, Saratoga.
Kate E. Smith, Waterford.
Mrs. Broch, Plattsburgh.
Mrs. McDowell, Plattsburgh.
James Baird, 110 Florida avenue, Amsterdam.
Ellis D. Elwood, Ilion.
Mrs. Ellis D. Elwood, Ilion.
G. Gertrude Hutton, Putnam.
Henry Cassety, 515 West One Hundred and Sixtieth street, New York.
F. R. Smith, Norwood.
Gertrude A. Cooley, Canandaigua.
Helen Thalman, 208 South James street, Rome.
Sara A. Beers, 516 North James street, Rome.
Anna A. Murray, 117 West Sixty-first street, New York.
Mary Magle, 134 West Twenty-ninth street, New York.
John B. Bigelow, Moravia.
Eugenia Teneff, 130 East Twenty-third street, New York.
Mrs. A. E. Stuart, 283 South Third street, Brooklyn.
Mrs. Mary Titus, 331 Rodney street, Brooklyn.
Cella M. Yowman, 116 University avenue, Rochester.
Mary A. Green, 100 Spencer street, Rochester.

James M. Cassety, Normal School, Buffalo.
Mrs. E. D. Larkin, Camillus.
Walter S. Goodnough, 267a Lewis avenue, Brooklyn.
Dr. E. A. Sheldon, Normal School, Oswego.
May J. Cook, Washington Mills.
Lucy E. Tracy, Plattsburgh.
Mrs. Sarah F. Bliss, Providence, R. I.
J. F. Stewart, Little Falls.
Gratia L. Rice, 13 Wadsworth street, Buffalo.
Miss F. B. Himes, 176 Elm street, Albany.
H. P. French, 24 State street, Albany.
George E. Hardy, Grammar School, No. 82, New York.
P. I. Bugbee, Oneonta.
S. M. Perkins, 986 Green avenue, Brooklyn.
Dr. F. B. Palmer, Fredonia.
Frank A. Schmidt, 4 Van Nest place, New York.
J. L. Sweeney, Superintendent's Office, Albany.
Mrs. J. A. Birdseye, 418 West Twenty-eighth street, New York.
Clara M. Edmonds, 418 West Twenty-eighth street, New York.
Margaret MacKean, 152 East Ninety-first street, New York.
F. E. Payne, Clinton.
O. P. Conant, 70 Fifth avenue, New York.
W. H. Truesdale, Geneva.
A. W. Smith, Dolgeville.
Marion B. Smith, Dolgeville.
B. P. Alberger, 41 East Utica street, Buffalo.
Gertrude M. Bacon, North Tonawanda.
Sara M. Heath, 69 Wadsworth street, Buffalo.
Anna K. Eggleston, 69 Wadsworth street, Buffalo.
T. Belle Sage, 34 East Main street, Norwich.
L. F. Wheeler, Grammar School, No. 22, New York.
E. J. Solomans, 26 Vernon avenue, Brooklyn.
A. H. Paeglow, Grammar School, No. 22, Brooklyn.
M. Elizabeth Schugens, 322 Ellicot street, Buffalo.
George H. Hudson, Plattsburgh.
G. K. Hawkins, Plattsburgh.
George Griffith, Utica.
J. R. Parsons, Regents' Office, Albany.
R. E. Sternberg, Cobleskill.
Mrs. R. E. Sternberg, Cobleskill.
L. E. Young, New Rochelle.
Superintendent John Jasper, New York.
Miss A. A. Jasper, New York.
Mrs. John Jasper, New York.
Katherine B. Blake, 149 East Forty-fourth street, New York.

- M. E. Devlin, West Chester.
 Mrs. S. J. Kendall, Saratoga.
 O. B. Kipp, Saratoga.
 Henry C. Johnson, Cortland.
 Sarah L. Marshall, Greenwich.
 • Mary L. Whitbeck, Greenwich.
 Anna L. Gorman, 176 Washington street, Saratoga.
 W. J. Barr, Batavia.
 Elizabeth M. Powers, 167 Woodlawn avenue, Saratoga.
 C. Stebbins, 145 Quincy street, Brooklyn.
 Grace E. Brown, Richmondville.
 Mary R. Reid, Grammar School, No. 77, New York.

LIFE MEMBERS.

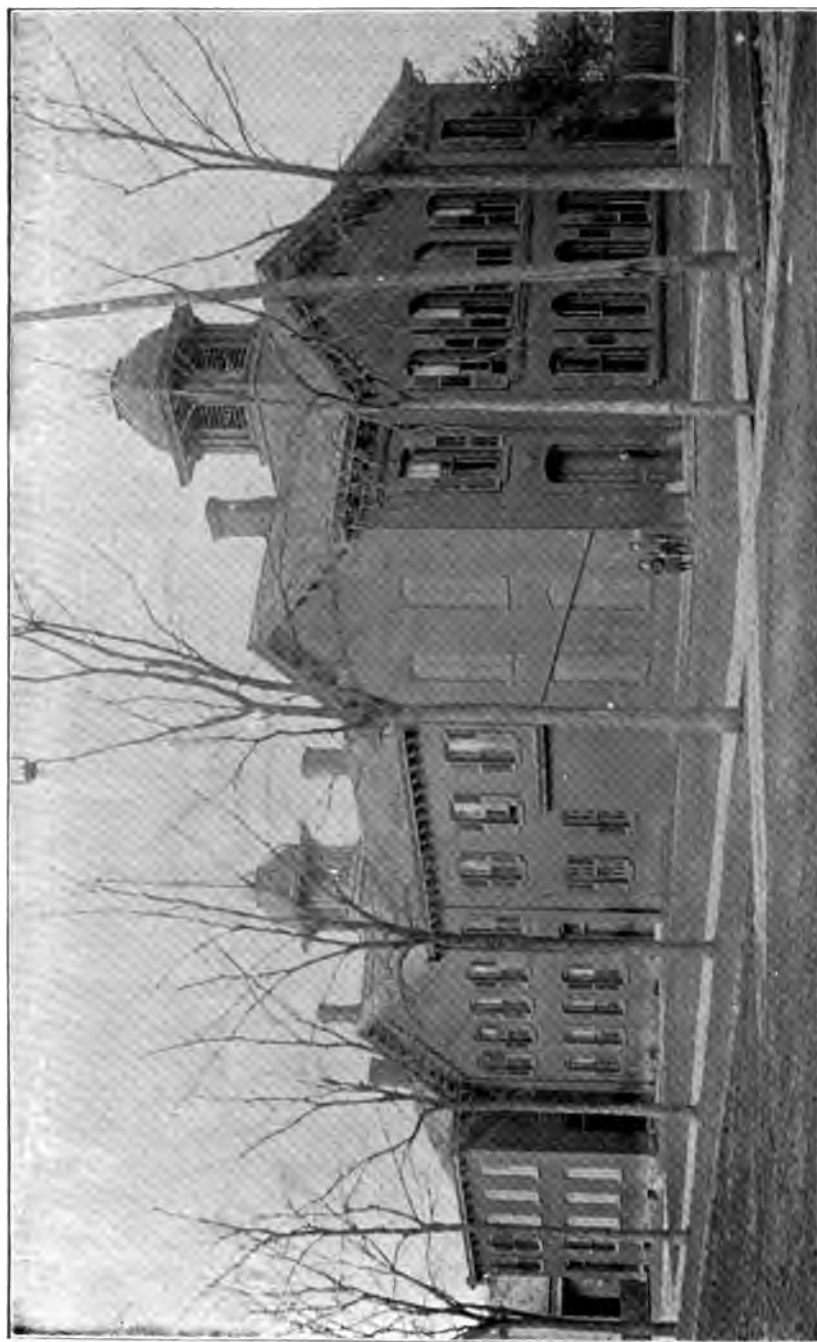
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|----------------------|-----------------------|
| E. H. Cook. | J. H. McDaniels. |
| • Oren Root. | Sarah S. Hunt. |
| James M. Milne. | Sherman Williams. |
| C. W. Bardeen. | E. C. Colby. |
| L. C. Foster. | John S. Clark. |
| Anna E. Downing. | Charles I. Webster. |
| A. S. Downing. | Mrs. Mary Dana Hicks. |
| James E. Oliver. | Miss E. A. Sargent. |
| Harrison E. Webster. | Miss M. B. Martin. |
| Mary V. Squire. | |

A P P E N D I X.

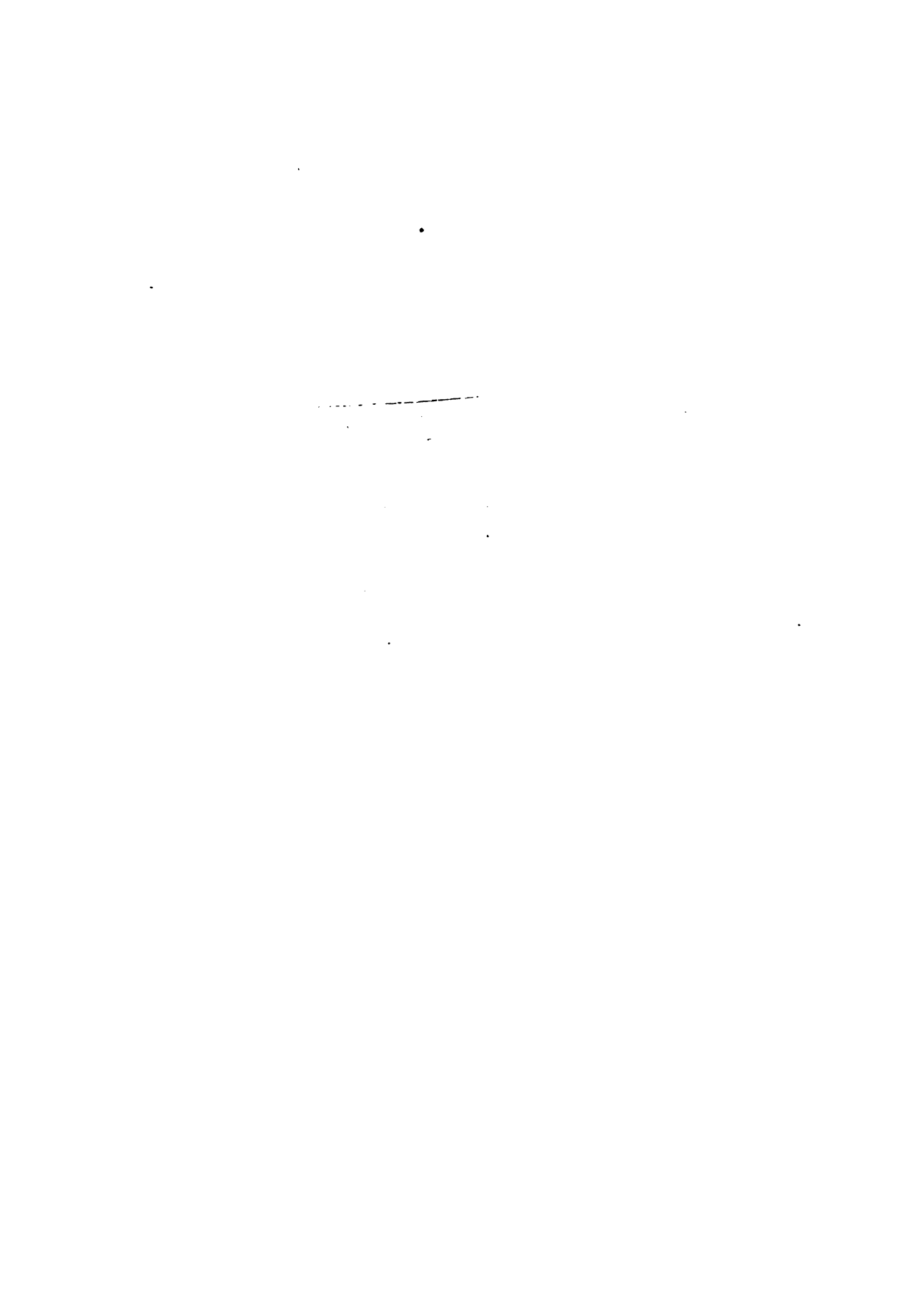
EXHIBIT No. 6.

VIEWS OF SCHOOL BUILDINGS.



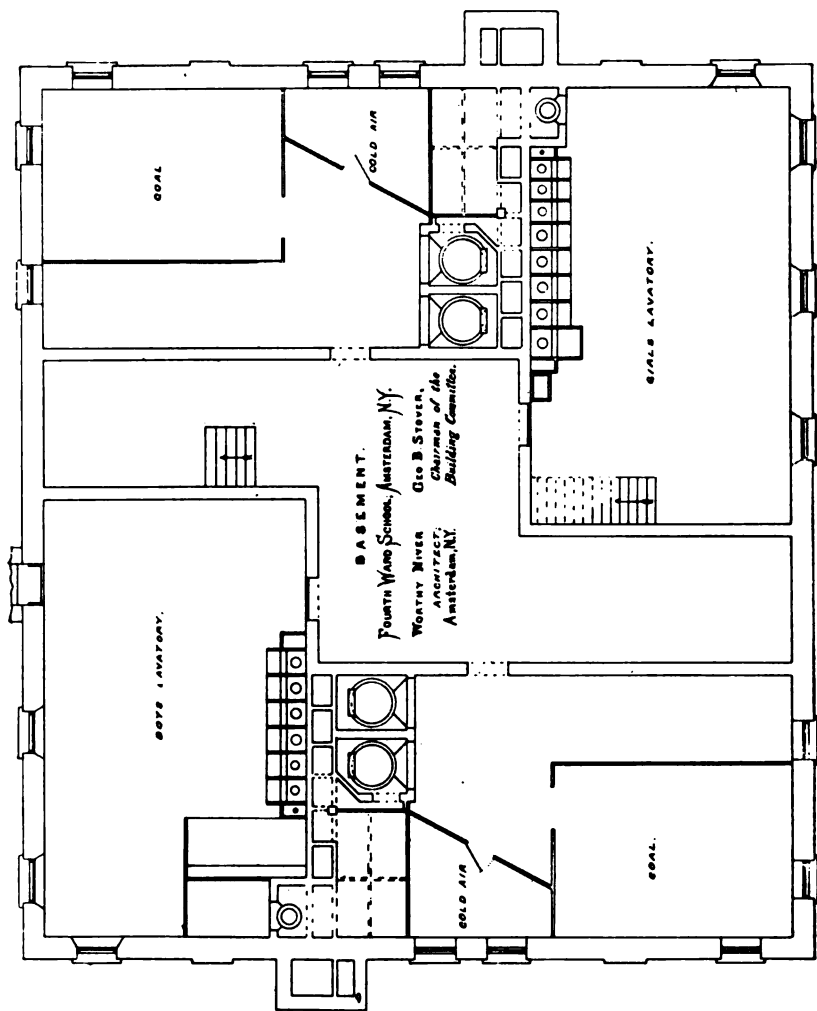


School House in District No. 13, Town of Lenox, Madison County.

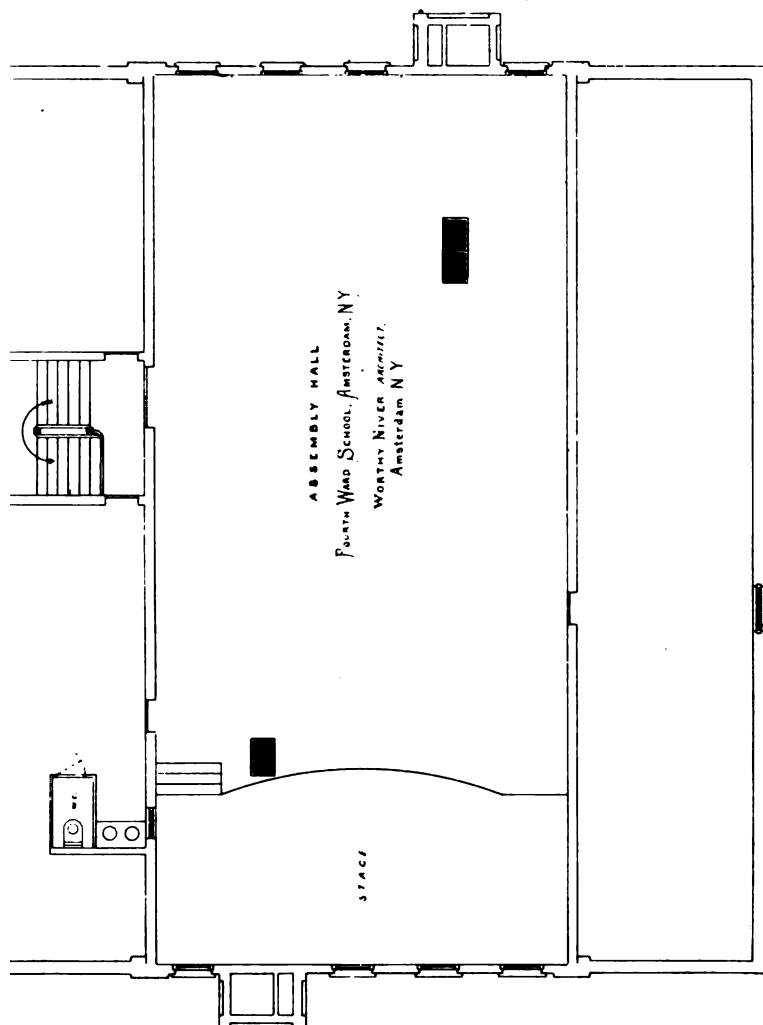


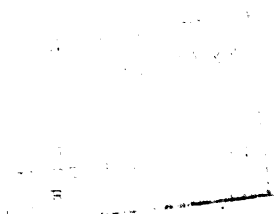


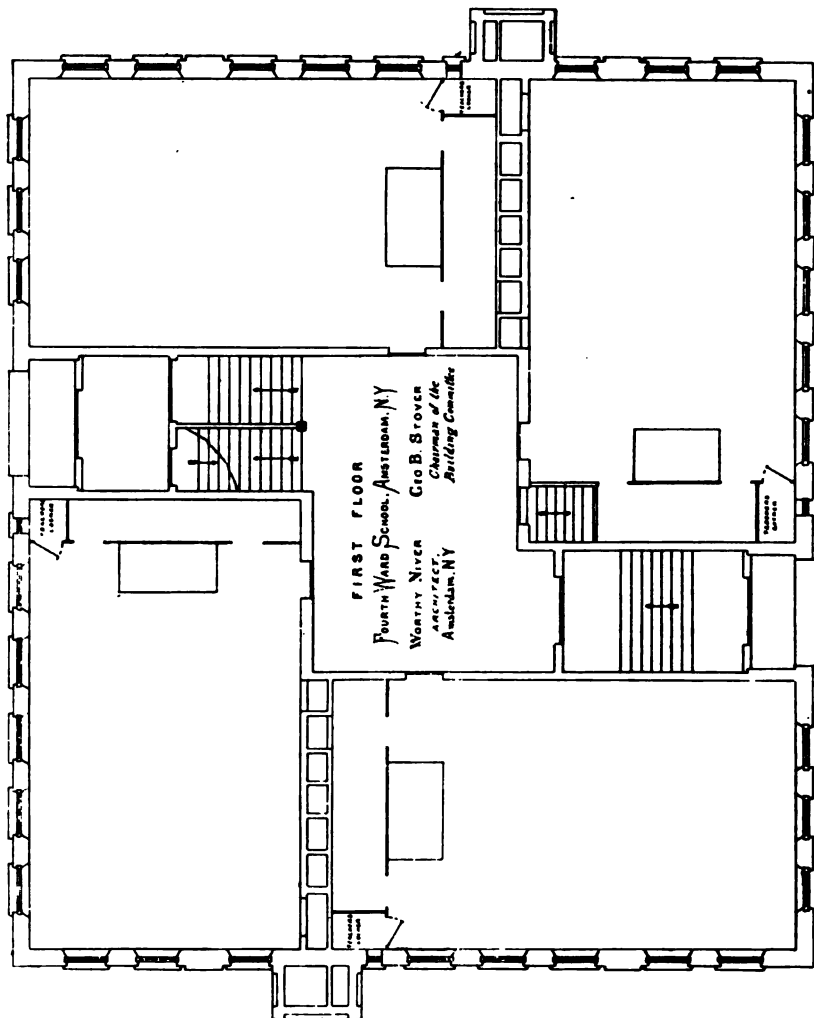
Fourth Ward School, Amsterdam, Montgomery County.



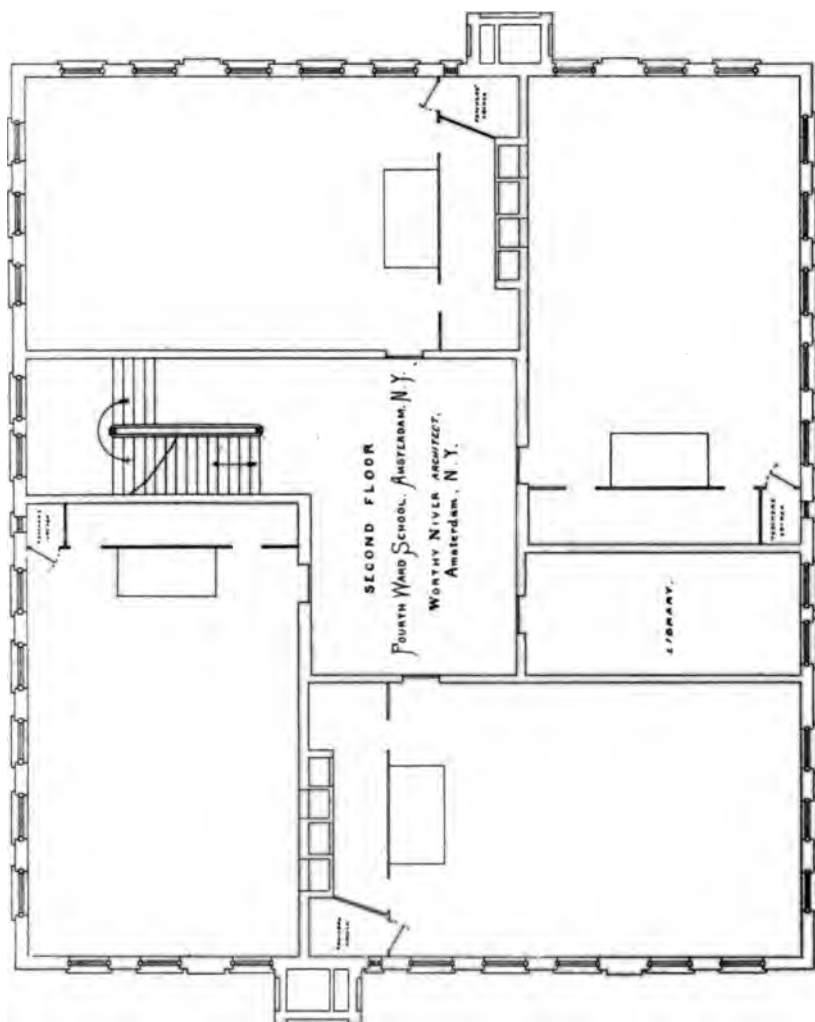


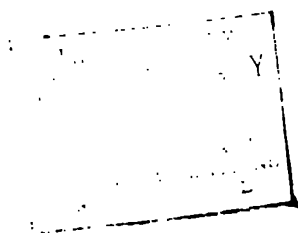






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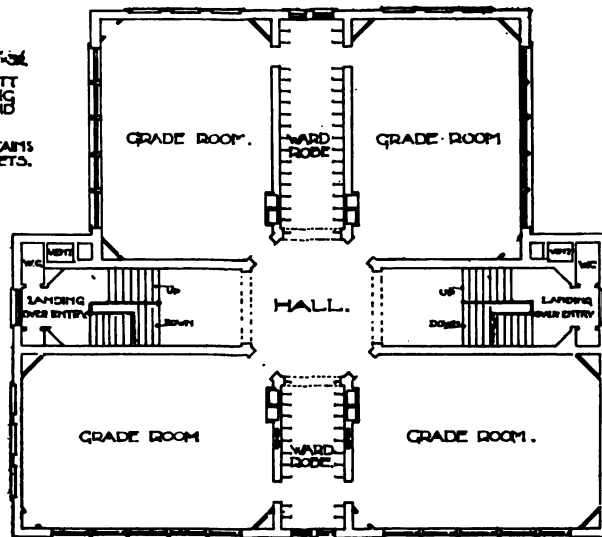


School No. 3, North Tonawanda, Niagara County.



100

8 GRADE ROOMS. 28'-0"
 SHEAD: NORTH COTT
 SYSTEM WARMING
 VENTILATING AND
 DRY CLOSETS.
 BASEMENT CONTAINS
 PLAY ROOMS CLOSETS.



SCHOOL NO. 3, NORTH-TONAWANDA, N.Y.
 W.W. JOHNSON, ARCHT.
 BUFFALO, N.Y.



•



School No. 4, North Tonawanda, Niagara County.



11

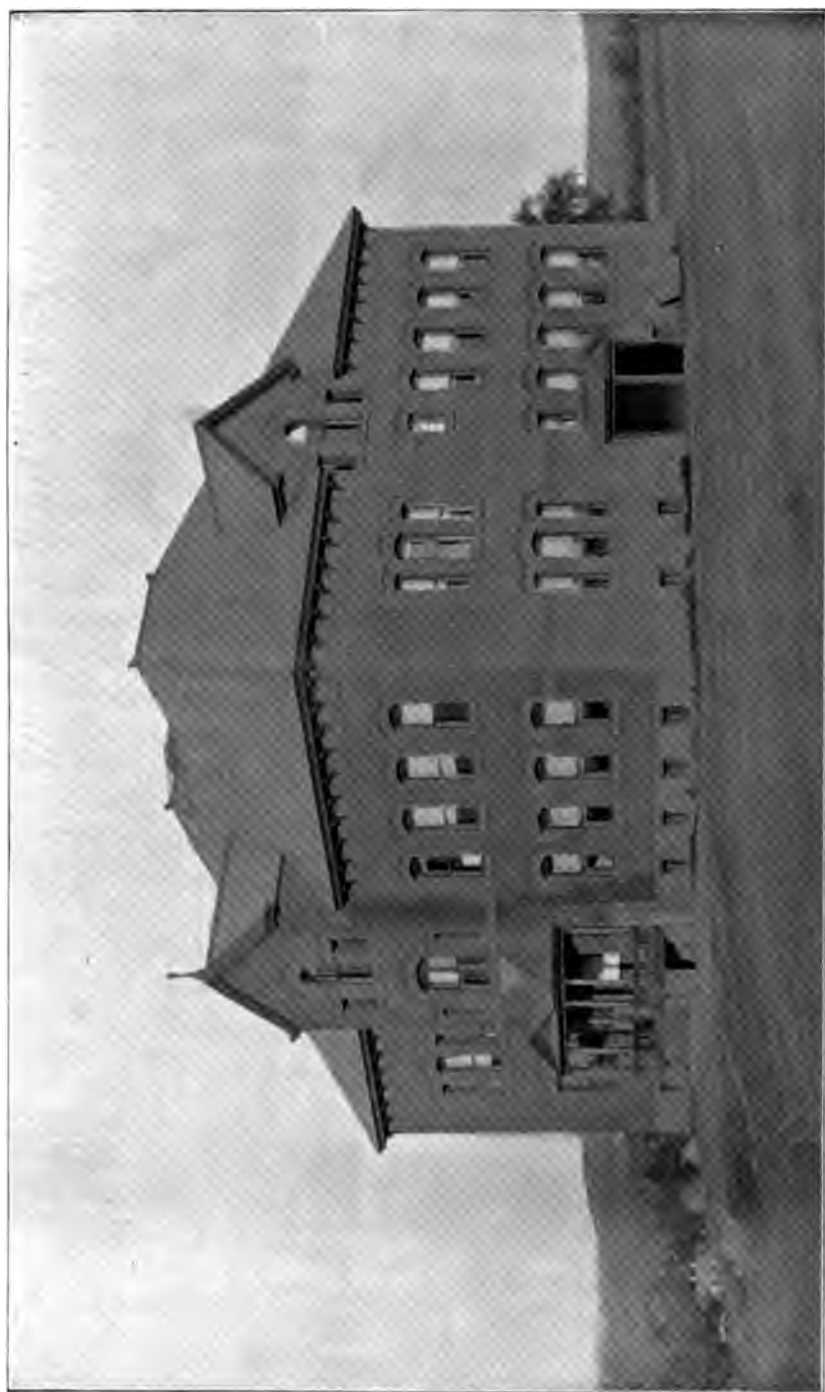


Morris Union School, Otsego County. Erected in 1894.



43-111-1

11-11-11



Corinth Union School Cassarea County



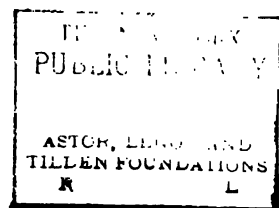


Belleview, District No. 2, Rotterdam, Schenectady County.

THE NEW YORK
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Liberty Union School, Sullivan County.



A P P E N D I X .

EXHIBIT No. 7.

CONSOLIDATED SCHOOL LAW.



THE CONSOLIDATED SCHOOL LAW.

Chap. 556.

AN ACT to revise, amend and consolidate the general acts relating to public instruction.

BECAME a law May 8, 1894, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

THE CONSOLIDATED SCHOOL LAW.

TITLE I.

State superintendent of public instruction, his election, and general powers and duties.

TITLE II.

State and other school moneys, their apportionment and distribution; and trusts and gifts for the benefit of common schools.

- Article 1. Of the State school moneys, and their apportionment by the superintendent of public instruction, and payment to county and city treasurers.
2. Of the apportionment of state school moneys, and of other school moneys by the school commissioners and their payment to the supervisors.
 3. Of trusts for the benefit of common schools, and of town school funds, fines, penalties and other moneys held or given for their benefit.

TITLE III.

Supervisors, disbursement of school moneys by, and some of their special powers and duties under this act.

TITLE IV.

Town clerks, their duties under this act.

TITLE V.

School commissioners, their election, powers and duties.

TITLE VI.

School districts, formation, alteration and dissolution thereof.

TITLE VII.

Meetings in common school districts, the election of school district officers, and their powers and duties.

- Article 1.** Of common school district meetings; who are voters, and their powers.
2. Of district school-houses and sites.
 3. Of the qualification, election and terms of office of district officers, and of vacancies in such offices.
 4. Of the duties of district clerk and treasurer.
 5. Of pupils and teachers.
 6. Of trustees, their powers and duties; and of school taxes and annual reports.
 7. Of the assessment of district taxes, and the collection of such taxes; and of the collector, his powers, duties and liabilities.

TITLE VIII.

Union free schools, how established, who are voters at meetings and their powers; election and terms of office of members of boards of education, and powers of such boards.

- Article 1.** Of the proceedings for the establishment of union free schools; powers of voters at meetings; classification of terms of office and election of members of boards of education; certified copies of proceedings of meetings to be filed; board of education to elect a president and appoint a treasurer and collector.
2. Of the qualifications of voters in union free school districts; and of meetings of such voters and their powers.
 3. Of annual and special meetings, and of election of members of boards of education and clerk in districts where the number of children exceeds three hundred.
 4. Of the powers and duties of boards of education.
 5. Of the alteration of union free school districts; the increase or diminution of number of members of boards of education, and of dissolution of union free school districts.

TITLE IX.

Acquisition of school-house sites.

TITLE X.

Teachers' institutes.

TITLE XI.

Teachers' training classes.

TITLE XII.

State scholarships in Cornell university.

TITLE XIII.

Common school and public libraries.

TITLE XIV.

Appeals to superintendent of public instruction.

TITLE XV.

Miscellaneous provisions.

- Article 1. Of loss of school moneys apportioned; of forfeiture by school officers by reason of neglect to sue for penalties; of costs in suits which might have been the subject of appeal to the superintendent of public instruction; of costs in suits, actions and proceedings other than appeals to the superintendent of public instruction.
2. Changes in text-books.
 3. Care of code of public instruction.
 4. Contracts between school districts and boards of education in cities.
 5. Memorandum of contracts with teachers.
 6. Physiology and hygiene in the public schools.
 7. Free instruction in drawing.
 8. Vocal music in the public schools.
 9. Free kindergarten in cities and villages.
 10. Industrial training in the public schools.
 11. Schools for colored children.
 12. Orphan schools.
 13. Indian schools.
 14. Deaf and dumb and blind institutions:
 15. Arbor day.
 16. Miscellaneous.

TITLE I.

State Superintendent of Public Instruction, His Election and
General Powers and Duties.

Section 1. Short title.—This chapter shall be known as the Short title
“Consolidated School Law.”

§ 2. The office of state superintendent of public instruction is State superin-
continued and the term of said office shall be three years, com-tendent,
mencing on the seventh day of April. Such superintendent shall his elective
be elected by joint ballot of the senate and assembly on the second and term.
Wednesday of February next preceding the expiration of the
term of the then incumbent of said office, and on the second
Wednesday of February next after the occurrence of any vacancy
in the office. The superintendent's office shall be in the capitol, Office in
and maintained at the expense of the state. His salary shall be capitol.
five thousand dollars a year, payable monthly, by the treasurer, on Salary.
the warrant of the comptroller.

TITLE I.

Deputy
superin-
tendent.

§ 3. He shall appoint a deputy, who shall receive an annual salary of four thousand dollars payable monthly by the treasurer on the warrant of the comptroller; and in case of a vacancy in the office of superintendent the deputy may perform all the duties of the office until the day hereinbefore fixed for the commencement

Vacancies.

of the term of said office. In case the office of both superintendent and deputy shall be vacant, the governor shall appoint some person to perform the duties of the office until the superintendent shall be elected and his term of office commence as hereinbefore provided.

Clerks and
employees.

§ 4. He may appoint as many clerks and employes as he may deem necessary, but the compensation of such clerks and employes shall not exceed in the aggregate the sum annually appropriated by the legislature therefor, and shall be payable monthly by the treasurer, on the warrant of the comptroller, and the certificate of the superintendent.

Official
seal.

§ 5. The seal of the superintendent, of which a description and impression are now on file in the office of the secretary of state, shall continue to be his official seal, and when necessary, may be

Copies of
record, etc.

renewed from time to time. Copies of all papers deposited or filed in the superintendent's office, and of all acts, orders and decisions

Evidence.

made by him, and of the drafts or machine copies of his official letters, may be authenticated under the said seal, and when so authenticated, shall be evidence equally with and in like manner as the originals.

Duties ex
officio.

§ 6. The superintendent shall be ex officio a regent of the university of the state of New York, a trustee of Cornell University and of the New York State Asylum for Idiots. He shall also have general supervision over the state normal schools which have been and which may hereafter be established; and he shall provide for the education of the Indian children of the state, as required by the provisions of this act.

Supervision
of
normal
schools,
etc.Visitation
of common
schools, by
appointees.

§ 7. The superintendent may, in his discretion, appoint persons to visit and examine all or any of the common schools in the county where such persons reside, and to report to him all such matters respecting their condition and management, and the means of improving them, as he shall prescribe; but no allowance or compensation shall be made to such visitors for their services or expenses.

TITLE 1.

§ 8. So often as he can, consistently with his other duties, he shall visit such of the common schools of the state as he shall see fit, and inquire into their course of instruction, management and discipline, and advise and encourage the pupils, teachers and officers thereof. Visitation of same by superintendent.

§ 9. He shall submit to the legislature an annual report Annual report. containing:

1. A statement of the condition of the common schools of the state, and of all other schools and institutions under his supervision, and subject to his visitation as superintendent.

2. Estimates and accounts of expenditures of the school moneys, and a statement of the appointment of school moneys made by him.

3. All such matters relating to his office, and all such plans and suggestions for the improvement of the schools and the advancement of public instruction in the state, as he shall deem expedient.

§ 10. He may grant under his hand and seal of office a certificate of qualification to teach, and may revoke the same. While unrevoked, such certificate shall be conclusive evidence that the person to whom it was granted is qualified by moral character, learning and ability, to teach any common school in the state. Such certificate may be granted by him only upon examination. Teacher's certificate. He shall determine the manner in which such examination shall be conducted, and may designate proper persons to conduct the same, and report the result to him. He may also appoint times and places for holding such examinations, at least once in each year, and cause due notice thereof to be given. Every such certificate so granted shall be deemed and considered a legal license Examinations therefor. and authority to teach in any of the public schools of this state, without further examination of the person to whom the same was granted, any provision of law in conflict with this provision to the contrary notwithstanding. He may also, in his discretion, issue License to teach. a certificate without examination, to any graduate of a college or university who has had three years' experience as a teacher. College graduate certificates. Such last-mentioned certificate shall be known as the "college graduate's certificate," and may be revoked at any time for cause. He may also, in his discretion, indorse a diploma issued by a state normal school or a certificate issued by a state superintendent or state board of education in any other state, which indorsement Indorsement of diplomas and state certificates. shall confer upon the holder thereof the same privileges conferred

TITLE 1.

Temporary
licenses to
teach.

by law upon the holders of diplomas or certificates issued by state normal schools or by the state superintendent in this state. He may also issue temporary licenses to teach, limited to any school commissioner district or school district, and for a period not exceeding six months whenever, in his judgment, it may be necessary or expedient for him to do so.

Annulment
of certifi-
cates, etc.

§ 11. Upon cause shown to his satisfaction, he may annul any certificate of qualification granted to a teacher by a school commissioner, or declare any diploma issued by a state normal school ineffective and null as a qualification to teach a common school within this state, and he may reconsider and reverse his action in any such matter.

List of per-
sons hold-
ing certifi-
cates and
diplomas.

§ 12. He shall prepare and keep in his office alphabetical lists of all persons who have received, or shall receive, certificates of qualification from himself, or diplomas of the state normal schools, with the dates thereof, and shall note thereon all annulments and reversals of such certificates and diplomas, with the dates and causes thereof, together with such other particulars as he may deem expedient.

Removal of
school com-
missioner.

§ 13. Whenever it shall be proved to his satisfaction that any school commissioner or other school officer has been guilty of any willful violation or neglect of duty under this act, or any other act pertaining to common schools, or willfully disobeying any decision, order or regulation of the superintendent, the superintendent may, by an order under his hand and seal, which order shall be recorded in his office, remove such school commissioner or other school officer from his office. Said superintendent may also withhold any share of the public money of the state from any district for willfully disobeying any decision, order or regulation as aforesaid, or when authorized by any provision of this act.

May with-
hold mon-
eys from
district.

Blank
forms, etc.
prepara-
tion and
distribu-
tion of.

§ 14. He shall prepare suitable registers, blanks, forms and regulations for making all reports and conducting all necessary business under this act, and shall cause the same, with such information and instructions as he shall deem conducive to the proper organization and government of the common schools and the due execution of their duties by school officers, to be transmitted to the officers and persons intrusted with the execution of the same.

Oaths and
affidavits.

§ 15. The superintendent may administer oaths and take affidavits concerning any matter relating to the schools.

TITLE II.

State and Other School Monetys, Their Apportionment and Distribution, and of Trusts and Gifts for the Benefit of Common Schools.

ARTICLE 1.

Of the state school monetys and their apportionment by the superintendent of public instruction, and payment to county and city treasurers.

Section 1. There shall be raised by tax, in each year, upon the real and personal estate of each county within the state, such sum as the legislature shall annually determine necessary for the support of common schools in the state; and the proceeds of such tax shall be apportioned and distributed as herein provided.

§ 2. The monetys so raised shall be paid into the state treasury, and the treasurer may transfer them from one depository to another, by his draft, countersigned and entered by the superintendent of public instruction. On the first working day of each month the treasurer shall make to the superintendent of public instruction a written statement of the condition of the free school fund, showing the amount received and paid during the preceding month, and the balance remaining on hand. The bank in which such monetys are deposited shall furnish the superintendent of public instruction a book, in which the officers of such banks shall make entries of all sums deposited therein by the treasurer, from time to time, to the credit of said free school fund. No such money shall be paid out of the treasury except upon such warrant of the superintendent, countersigned by the comptroller, referring to the law under which it is drawn. The superintendent shall countersign and enter all checks drawn by the treasurer in payment of his warrants, and all receipts of the treasurer for such money paid to the treasurer, and no such receipt shall be evidence of payment unless it be so countersigned.

§ 3. The comptroller may withhold the payment of any monetys to which any county may be entitled from the appropriation of the incomes of the school fund and the United States deposit fund for the support of common schools, until satisfactory evidence shall be furnished to him that all monetys required by law to be raised by taxation upon such county, for the support of schools

TITLE 2.

Temporary
loans for
deficien-
cies.

throughout the state, have been collected and paid or accounted for to the state treasurer; and whenever, after the first day of March in any year, in consequence of the failure of any county to pay such moneys on or before that day there shall be a deficiency of moneys in the treasury applicable to the payment of school moneys, to which any other county may be entitled, the treasurer and superintendent of public instruction are hereby authorized to make a temporary loan of the amount so deficient, and such loan, and the interest thereon at the rate of twelve per cent per annum, until payment shall be made to the treasury, shall be a charge upon the county in default, and shall be added to the amount of state tax, and levied upon such county by the board of supervisors thereof at the next ensuing assessment, and shall be paid into the treasury in the same manner as other taxes.

State
school
moneys,
defined.

§ 4. The moneys raised by the state tax or borrowed as aforesaid to supply a deficiency thereof, and such portion of the income of the United States deposit fund as shall be appropriated, and the income of the common school fund, when the same are appropriated to the support of common schools, constitute the state school moneys, and shall be divided and apportioned by the superintendent of public instruction, on or before the twentieth day of January in each year as hereinafter provided; and all moneys so apportioned, except the library moneys, shall be applied exclusively to the payment of teachers' wages.

Annual ap-
portion-
ment.

Applied
to teachers
wages.

For pay of
school com-
missioners.

§ 5. He shall apportion and set apart from the free school fund appropriated therefor the amounts required to pay the annual salaries of the school commissioners elected or elective under this act, to be drawn out of the treasury and paid to the several commissioners as hereinafter provided; and he shall also apportion to each of the cities of the state, and to each of the incorporated villages of the state having a population of five thousand and upwards, and to each union free school district having a like population, which employs a superintendent of schools, out of the income of the said fund, and if insufficient, the deficiency out of the free school fund so appropriated, the sum of eight hundred dollars; and in case any city is entitled to more than one member of assembly, according to the unit of representation adopted by the legislature, five hundred dollars for each additional member of assembly, to be expended according to law for the support of the public schools of the city. But said super-

Cities, vil-
lages and
district
employing
superin-
tenden'ts.

Additional
amount for
certain
cities.

TITLE 2.

intendent shall make no allotment to any city or district for the expenses of a superintendent unless satisfied that such city or village or district, employs a competent person as superintendent whose time is exclusively devoted to the general supervision of the public schools of said city, village or district; nor shall he make any allotment to any district in the first instance without first causing an enumeration of the inhabitants thereof to be made, which shall show the population thereof to be at least five thousand, the expense of which enumeration, as certified by said state superintendent, shall be paid by the district in whose interest it is made. He shall then set apart, from the income of the United States deposit fund, for and as library moneys, such sums as the legislature shall appropriate for that purpose. He shall also set apart from the free school fund a sum, not exceeding six thousand dollars, for a contingent fund. He shall then set apart and apportion, for and on account of the Indian schools under his supervision, a sum which will be equitably equivalent to their proportion of the state school money, upon the basis of distribution established by this act, such sum to be wholly payable out of the proceeds of the state tax for the support of common schools. After deducting the said amounts he shall divide the remainder of the state school moneys into two parts, and shall apportion them as hereinafter specified.

§ 6. He shall apportion such remainder equally among the school districts and cities from which reports shall have been received in accordance with law, as follows: Making the distributive portion of each district quota one hundred dollars. To entitle a district to a distributive portion or district quota, a qualified teacher, or successive qualified teachers, must have actually taught the common school of the district for at least the term of time hereinafter mentioned, during the last preceding school year. For every additional qualified teacher and successors who shall have actually taught in said school during the whole of said term, the district shall be entitled to another distributive quota; but pupils employed as monitors, or otherwise, shall not be deemed teachers. The aforementioned term, during every school year, shall be one hundred and sixty days of school, inclusive of legal holidays that may occur during the term of said schools, and exclusive of Saturdays. No Saturday shall be counted as part of said one hundred and sixty days of school, and

No allotment unless satisfied.

Enumeration of inhabitants in the first instance.

Library moneys.

Indian schools.

Division of remainder.

Apportionment of district quotas.

What districts to receive quota.

Quota for each qualified teacher.

School term.

TITLE 2.

Teachers' attendance at institute excused.

no school shall be in session on a legal holiday. A deficiency not exceeding three weeks during any school year, caused by a teacher's attendance upon a teachers' institute within the county, shall be excused by the superintendent of public instruction.

Apportionment to counties.

Population how determined.

§ 7. Having so apportioned and distributed the said district quota as specified in section six of this act, the superintendent shall apportion the remainder of said state school moneys, and also the library moneys separately, among the counties of the state, according to their respective population, excluding Indians residing on their reservations, as the same shall appear from the last preceding state or United States census; but as to counties in which are situated cities having special school acts, he shall apportion to each city the part to which it shall so appear entitled, and to the residue of the county the part to which it shall appear to be so entitled. If the census according to which the apportionment shall be made does not show the sum of the population of any county or city, the superintendent shall, by the best evidence he can procure, ascertain and determine the population of such county or city at the time the census was taken, and make his apportionment accordingly.

Allowance to excluded districts.

§ 8. Whenever any school district shall have been excluded from participation in any apportionment made by the superintendent, or by the school commissioners, by reason of its having omitted to make any report required by law, or to comply with any other provision of law, or with any rule or regulation made by the superintendent under the authority of law, and it shall be shown to the superintendent that such omission was accidental or excusable, he may, upon the application of such district, make to it an equitable allowance; and if the apportionment was made by himself, cause it to be paid out of the contingent fund; and, if the apportionment was made by the commissioners, direct them to apportion such allowance to it, at their next annual apportionment, in addition to any apportionment to which it may then be

May direct payment of of quota when teacher not qualified.

entitled. And the superintendent may, in his discretion, upon the recommendation of the school commissioner having jurisdiction over the district in default, direct that the money so equitably apportioned shall be paid in satisfaction of teachers' wages earned by a teacher not qualified in accordance with the provisions of the law as hereinafter set forth.

TITLE 2.

§ 9. If money to which it is not entitled, or a larger sum than it is entitled to, shall be apportioned to any county, or part of a county, or school district, and it shall not have been so distributed or apportioned among the districts, or expended, as to make it impracticable so to do, the superintendent may reclaim such money or excess, by directing any officer in whose hands it may be to pay it into the state treasury, to the credit of the free school fund; and the state treasurer's receipt, countersigned by the superintendent, shall be his only voucher; but if it be impracticable so to reclaim such money or excess, then the superintendent shall deduct it from the portions of such county, part of a county or district in his next annual apportionment, and distribute the sum thus deducted equitably among the counties and parts of counties, or among the school districts in the state entitled to participate in such apportionment, according to the basis of apportionment in which such excess occurred.

Reclamation of moneys appropriated.

Deductions from next apportionment.

§ 10. If a less sum than it is entitled to shall have been apportioned by the superintendent to any county, part of a county or school district, the superintendent may make a supplementary apportionment to it, of such a sum as shall make up the deficiency, and the same shall be paid out of the contingent fund, if sufficient, and if not, then the superintendent shall make up such deficiency in his next annual apportionment.

Supplementary apportionment for deficiencies.

§ 11. As soon as possible after the making of any annual or general apportionment, the superintendent shall certify it to the county clerk, county treasurer, school commissioners and city treasurer or chamberlain, in every county in the state; and if it be a supplemental apportionment, then to the county clerk, county treasurer and school commissioners of the county in which the school-house of the district concerned is situate.

Certification of apportionment.

§ 12. The moneys so annually apportioned by the superintendent, shall be payable on the first day of April next after the apportionment, to the treasurers of the several counties and the chamberlain of the city of New York, respectively; and the said treasurers and the chamberlain shall apply for and receive the same as soon as payable.

Moneys, payable on first day of April.

TITLE 2.

ARTICLE 2.

Of the apportionment of the state school moneys, and of other school moneys by the school commissioners, and their payment to the supervisors.

Annual apportionment by commissioners.

§ 13. The school commissioner, or commissioners of each county, shall proceed, at the county seat, on the third Tuesday of March, in each year, to ascertain, apportion and divide the state and other school moneys as follows:

Library moneys.

1. They shall set apart any library moneys apportioned by the superintendent.

State moneys, to be set apart.

2. From the other moneys apportioned to the county, they shall set apart and credit to each school district the amount apportioned to it by the state superintendent, and to every district which did not participate in the apportionment of the previous year, and which the superintendent shall have excused, such equitable sum as he shall have allowed to it.

Return of unexpended moneys.

3. They shall procure from the treasurer of the county a transcript of the returns of the supervisors hereinafter required, showing the unexpended moneys in their hands applicable to the payment of teachers' wages and to library purposes, and shall add the whole sum of such moneys to the balance of the state moneys to be apportioned for teachers' wages. The amounts in each supervisor's hands shall be charged as a partial payment of the sums apportioned to the town for library moneys and teachers' wages, respectively.

Returns from treasurer of fines and penalties.

4. They shall procure from the county treasurer a full list and statements of all payments to him of moneys for or on account of fines and penalties, or accruing from any other source, for the benefit of schools and of the town or towns, district or districts for whose benefit the same were received. Such of said moneys as belong to a particular district, they shall set apart and credit to it; and such as belong to the schools of a town, they shall set apart and credit to the schools in that town, and shall apportion them together with such as belong to the schools of the county as hereinafter provided for the payment of teachers' wages.

How apportioned.

Library moneys.

5. They shall apportion library moneys to the school districts, and parts of school districts, joint with parts in any city or in any adjoining county, which shall be entitled to participate therein, as follows: To each of said districts an amount equal to

Basis of apportionment.

that which shall have been raised in said district for library purposes, either by tax or otherwise; and if the aggregate amount so raised in the districts within the county shall exceed the sum apportioned to the county, the said districts, respectively, shall be entitled to participate in such apportionment pro rata to the total amount apportioned to the county.

6. They shall apportion all of such remaining unapportioned moneys in the like manner and upon the same basis among such school districts and parts of districts in proportion to the aggregate number of days of attendance of the pupils resident therein, between the ages of five and twenty-one years, at their respective schools during the last preceding school year. The aggregate number of days in attendance of the pupils is to be ascertained from the records thereof kept by the teachers as hereinafter prescribed, by adding together the whole number of days' attendance of each and every such pupil in the district, or part of a district.

Apportionment according to school attendance.

Attendance, how ascertained.

7. They shall then set apart the moneys so set apart and apportioned to each district, the school-house of which is therein; and to each part of a joint district therein the school-house of which is located in a city or in a town in an adjacent county.

Moneys set apart to districts.

8. They shall sign, in duplicate, a certificate, showing the amounts apportioned and set apart to each school district and part of a district, and the towns in which they were situated, and shall designate therein the source from which each item was derived; and shall forthwith deliver one of said duplicates to the treasurer of the county and transmit the other to the superintendent of public instruction.

Certificate of apportionment.

9. They shall certify to the supervisor of each town the amount of school moneys so apportioned to his town, and the portions thereof to be paid by him for library purposes and for teachers' wages, to each such distinct district and part of a district.

Certificate to supervisor.

§ 14. If, in their apportionment, through any error of the commissioners, any district shall have apportioned to it a larger or a less share of the moneys than it is entitled to receive, the commissioners may, in their next annual apportionment, with the approval of the superintendent, correct the error by equitably adding to or deducting from the share of such district.

Correction of erroneous apportionments.

§ 15. No district or part of a district shall be entitled to any portion of such school moneys on such apportionment unless the report of the trustees for the preceding school year shall

Districts, when not entitled to moneys.

TITLE 2.

show that a common school was supported in the district and taught by a qualified teacher for such a term of time as would, under section six of this title, entitle it to a distributive share under the apportionment of the superintendent.

Filing of
certificate.

§ 16. On receiving the certificate of the commissioners, each supervisor shall forthwith make a copy thereof for his own use, and deposit the original in the office of the clerk of his town; and the moneys so apportioned to his town shall be paid to him immediately on his compliance with the requirements of the following section, but not before.

Payments
of moneys
to super-
visor.

Supervi-
sors' bond.

§ 17. Immediately on receiving the commissioners' certificate of apportionment, the county treasurer shall require of each supervisor, and each supervisor shall give to the treasurer, in behalf of the town, his bond, with two or more sufficient sureties, approved by the treasurer, in the penalty of at least double the amount of the school moneys set apart or apportioned to the town, and of any such moneys unaccounted for by his predecessors, conditioned for the faithful disbursement, safe-keeping and accounting for such moneys, and of all other school moneys that may come into his hands from any other source. If the condition shall be broken the county treasurer shall sue the bond in his own name, in behalf of the town, and the money recovered shall be paid over to the successor of the supervisor in default, such successor having first given security as aforesaid. Whenever the office of a supervisor shall become vacant, by reason of the expiration of his term of service or otherwise, the county treasurer shall require the person elected or appointed to fill such vacancy to execute a bond, with two or more sureties, to be approved by the treasurer, in the penalty of at least double the sum of the school moneys remaining in the hands of the old supervisor, when the office became vacant, conditioned for the faithful disbursement and safe-keeping of and accounting for such moneys. But the execution of this bond shall not relieve the supervisor from the duty of executing the bond first above mentioned.

Bond of
super-
visors to fill
vacancy.

Refusal to
give secu-
rity.

§ 18. The refusal of a supervisor to give such security shall be a misdemeanor, and any fine imposed on his conviction thereof shall be for the benefit of the common schools of the town. Upon such refusal, the moneys so set apart and apportioned to the town shall be paid to and disbursed by some other officer or person to be designated by the county judge, under such regulations and

Moneys,
how dis-
bursed
thereupon.

with such safeguards as he may prescribe, and the reasonable compensation of such officer or person, to be adjusted by the board of supervisors, shall be a town charge.

ARTICLE 3.

Of trusts for the benefit of common schools, and of town school funds, fines, penalties and other moneys held or given for their benefit.

§ 19. Real and personal estate may be granted, conveyed, devised, bequeathed and given in trust and in perpetuity or otherwise, to the state, or to the superintendent of public instruction, for the support or benefit of the common schools, within the state, or within any part or portion of it, or of any particular common school or schools within it; and to any county, or the school commissioner or commissioners of any county, or to any city or any board of officers thereof, or to any school commissioner district or its commissioner, or to any town, or supervisor of a town, or to any school district or its trustee or trustees, for the support and benefit of common schools within such county, city, school commissioner district, town or school district, or within any part or portion thereof respectively, or for the support and benefit of any particular common school or schools therein. No such grant, conveyance, devise or bequest shall be held void for the want of a named or competent trustee or donee, but where no trustee or donee, or an incompetent one is named, the title and trust shall vest in the people of the state, subject to its acceptance by the legislature, but such acceptance shall be presumed.

Estate is trust for common schools.

Trusts are invalid in certain cases.

§ 20. The legislature may control and regulate the execution of all such trusts; and the superintendent of public instruction shall supervise and advise the trustees, and hold them to a regular accounting for the trust property and its income and interest at such times, in such forms, and with such authentications, as he shall, from time to time, prescribe.

Execution of trusts

Supervision of superintendent.

§ 21. The common council of every city, the board of supervisors of every county, the trustees of every village, the supervisor of every town, the trustee or trustees of every school district, and every other officer or person who shall be thereto required by the superintendent of public instruction, shall report to him whether any, and if any, what trusts are held by them respectively, or by

Officers and board to report trusts.

TITLE 2.

any other body, officer or person to their information or belief for school purposes, and shall transmit, therewith, an authenticated copy of every will, conveyance, instrument or paper embodying or creating the trust; and shall, in like manner, forthwith report to him the creation and terms of every such trust subsequently created.

Reports as to gospel and school lots by supervisor.

§ 22. Every supervisor of a town shall report to the superintendent whether there be, within the town, any gospel or school lot, and, if any, shall describe the same, and state to what use, if any, it is put by the town; and whether it be leased, and, if so, to whom, for what term and upon what rents; and whether the town holds or is entitled to any land, moneys or securities arising from any sale of such gospel or school lot, and the investment of the proceeds thereof, or of the rents and income of such lots and investments, and shall report a full statement and account of such lands, moneys and securities.

Reports as to moneys in hands of overseers of poor.

§ 23. Every supervisor of a town shall in like manner report to the superintendent whether the town has a common school fund originated under the "Act relative to moneys in the hands of overseers of the poor," passed April twenty-seventh, eighteen hundred and twenty-nine, and, if it have, the full particulars thereof, and of its investment, income and application, in such form as the superintendent may prescribe.

Superintendent to report to legislature

May require reports made.

§ 24. In respect to the property and funds in the last two sections mentioned, the superintendent shall include in his annual report a statement and account thereof. And, to these ends, he is authorized, at any time and from time to time, to require from the supervisor, board of town auditors, or any officer of a town, a report as to any fact, or any information or account, he may deem necessary or desirable.

Fines and penalties.

§ 25. Whenever, by any statute, a penalty or fine is imposed for the benefit of common schools, and not expressly of the common schools of a town or school district, it shall be taken to be for the benefit of the common schools of the county within which the conviction is had; and the fine or penalty, when paid or collected, shall be paid forthwith into the county treasury, and the treasurer shall credit the same as school moneys of the county, unless the county comprise a city having a special school act, in which case he shall report it to the superintendent, who shall apportion it upon the basis of population by the last census, between the

Apportionment thereof.

TITLE 2.

city and the residue of the county, and the portion belonging to the city shall be paid into its treasury.

§ 26. Every district attorney shall report, annually, to the board of supervisors, all such fines and penalties imposed in any prosecution conducted by him during the previous year; and all moneys collected or received by him or by the sheriff, or any other officer, for or on account of such fines or penalties, shall be immediately paid into the county treasury, and the receipt of the county treasurer shall be a sufficient and the only voucher for such money.

Reports of district attorneys, as to fines, etc.

Payment of collections to treasurer.

§ 27. Whenever a fine or penalty is inflicted or imposed for the benefit of the common schools of a town or school district, the magistrate, constable or other officer collecting or receiving the same shall forthwith pay the same to the county treasurer of the county in which the school-house is located, who shall credit the same to the town or district for whose benefit it is collected. If the fine or penalty be inflicted or imposed for the benefit of the common schools of a city having a special school act, or of any part or district of a city, it shall be paid into the city treasury.

Fines and penalties, to whom paid.

§ 28. Whenever, by this or any other act, a penalty or fine is imposed upon any school district officer for a violation or omission of official duty, or upon any person for any act or omission within a school district, or touching property or the peace and good order of the district, and such penalty or fine is declared to be for, or for the use or benefit of the common schools of the town or of the county, and such school district lies in two or more towns or counties, the town or county intended by the act shall be taken to be the one in which the school-house, or the school-house longest owned or held by the district, is at the time of such violation, act or omission.

Penalties and fines in joint districts.

TITLE III.

Supervisors; Disbursement of School Moneys by, and Some of their Special Powers and Duties Under this Act.

Section 1. The several supervisors continue vested with the powers and charged with the duties formerly vested in and charged upon the trustees of the gospel and school lots, and transferred to and imposed upon town superintendents of common schools by chapter one hundred and eighty-six of the laws of eighteen hundred and forty-six.

Trustees of gospel and school lots.

TITLE 3.

Powers
under
former
acts.

§ 2. The several supervisors continue vested with the powers and charged with the duties conferred and imposed upon the commissioners of common schools by the act of eighteen hundred and twenty-nine (chap. 287), entitled "An act relative to moneys in the hands of overseers of the poor."

Annual re-
turn of
moneys in
hands of
supervisor.

§ 3. On the first Tuesday of March in each year, each supervisor shall make a return in writing to the county treasurer for the use of the school commissioners, showing the amounts of school moneys in his hands not paid on the orders of trustees for teachers' wages, nor drawn by them for library purposes, and the districts to which they stand accredited (and if no such money remain in his hands, he shall report that fact); and thereafter he shall not pay out any of said moneys until he shall have received the certificate of the next apportionment; and the moneys so returned by him shall be reapportioned as hereinbefore directed.

Duties.

§ 4. It is the duty of every supervisor:

Disburse-
ment of
school
moneys.

1. To disburse the school moneys in his hands applicable to the payment of teachers' wages, upon and only upon the written orders of a sole trustee or a majority of the trustees, in favor of qualified teachers. But whenever the collector in any school district shall have given bonds for the due and faithful performance of the duties of his office as disbursing agent, as required by section eighty of title seven of this act, or whenever any school district shall elect a treasurer as hereinafter provided, the said supervisor shall pay over to such collector or treasurer all moneys in his hands applicable to the payment of teachers' wages in such district, and the said collector or treasurer shall disburse such moneys so received by him upon such orders as are specified herein to the teachers entitled to the same.

Payment
over of
same to col-
lector or
treasurer.

Library
moneys.

2. To disburse the library moneys upon, and only upon the written orders of a sole trustee, or of a majority of the trustees.

Payment
over of
same to
union
school dis-
tricts.

3. In the case of a union free school district, to pay over all the school money apportioned thereto, whether for the payment of teachers' wages, or as library moneys, to the treasurer of such district, upon the order of its board of education.

Accounts
of receipts
and dis-
burse-
ments

4. To keep a just and true account of all the school moneys received and disbursed by him during each year, and to lay the same, with proper vouchers, before the board of town auditors at each annual meeting thereof.

TITLE 4.

5. To have a bound blank book, the cost of which shall be a town charge, and to enter therein all his receipts and disbursements of school moneys, specifying from whom and for what purposes they were received, and to whom and for what purposes they were paid out; and to deliver the book to his successor in office. Blank book and entries therein.

6. Within fifteen days after the termination of his office, to make out a just and true account of all school moneys theretofore received by him and of all disbursements thereof, and to deliver the same to the town clerk, to be filed and recorded, and to notify his successor in office of such rendition and filing. Filing of accounts.

7. So soon as the bond to the county treasurer, required by section seventeen of title two of this act, shall have been given by him and approved by the treasurer, to deliver to his predecessor the treasurer's certificate of these facts, to procure from the town clerk a copy of his predecessor's account, and to demand and receive from him any and all school moneys remaining in his hands. Duties toward predecessor.

8. Upon receiving such a certificate from his successor, and not before, to pay to him all school moneys remaining in his hands, and to forthwith file the certificate in the town clerk's office. Payment over of moneys to successor.

9. By his name of office, when the duty is not elsewhere imposed by law, to sue for and recover penalties and forfeitures imposed for violations of this act, and for any default or omission of any town officer or school district board or officer under this act; and after deducting his costs and expenses to report the balances to the school commissioner. Recovery of penalties and forfeitures.

10. To act, when thereto legally required, in the erection or alteration of a school district, as in the sixth title of this act provided, and to perform any other duty which may be devolved upon him by this act, or any other act relating to common schools. Erection or alteration of school districts.

TITLE IV.

Town Clerks; their Duties Under this Act.

Section 1. It shall be the duty of the town clerk of each town: Duties.

1. Carefully to keep all books, maps, papers and records of his office touching common schools, and forthwith to report to the supervisor any loss or injury to the same. Preservation of records.

2. To receive from the supervisors the certificates of apportionment of school moneys to the town, and to record them in a book to be kept for that purpose. Record of apportionment.

TITLE 4.

- Notice to trustees.** 3. Forthwith to notify the trustees of the several school districts of the filing of each such certificate.
- Obtaining reports.** 4. To see that the trustees of the school districts make and deposit with him their annual reports within the time prescribed by law, and to deliver them to the school commissioner on demand; and to furnish the school commissioner of the school commissioner district in which his town is situated the names and post-office addresses of the school district officers reported to him by the district clerks.
- Furnishing names of district officers to commissioner.** 5. To distribute to the trustees of the school districts all books, blanks, and circulars which shall be delivered or forwarded to him by the state superintendent or school commissioner for that purpose.
- Distribution of blanks, etc.** 6. To receive from the supervisor, and record in a book kept for that purpose, the annual account of the receipts and disbursements of school moneys required to be submitted to the town auditors, together with the action of the town auditors thereon, and to send a copy of the account and of the action thereon, by mail, to the superintendent of public instruction, whenever required by him, and to file and preserve the vouchers accompanying the account.
- Record of annual accounts.** 7. To receive and to record, in the same book, the supervisor's final account of the school moneys received and disbursed by him, and deliver a copy thereof to such supervisor's successor in office.
- Transmission of same to superintendent.** 8. To receive from the outgoing supervisor, and file and record in the same book, the county treasurer's certificate, that his successor's bond has been given and approved.
- Final accounts.** 9. To receive, file and record the descriptions of the school districts, and all papers and proceedings delivered to him by the school commissioner pursuant to the provisions of this act.
- Filing of treasurer's certificates.** 10. To act, when thereto legally required, in the erection or alteration of a school district, as in title six of this act provided.
- Records of districts.** 11. To receive and preserve the books, papers and records of any dissolved school district, which shall be ordered, as hereinafter provided, to be deposited in his office.
- Erection, etc., of districts.** 12. To perform any other duty which may be devolved upon him by this act, or by any other act touching common schools.
- Preservation of records of dissolved districts.** § 2. The necessary expenses and disbursements of the town clerk in the performance of his said duties, are a town charge, and shall be audited and paid as such.
- General duties.**
- Expenses and disbursements.**

TITLE V.

School Commissioners; their Election, Powers and Duties.

Section 1. The office of school commissioner is continued, and the present incumbents shall continue in office in their respective districts, for the residue of the terms for which they were elected or appointed. School commissioner.

§ 2. The school commissioner districts duly and legally organized, and as the same existed January first, eighteen hundred and ninety-four, shall continue to be held and recognized as the school commissioner districts of the state until the same shall be altered or modified by the legislature. No city shall be included in, or form a part of any school commissioner district. In any school commissioner district that contains more than one hundred school districts, the board of supervisors may divide such commissioner district, within the county, and erect therefrom an additional school commissioner district; and when such district shall have been formed a school commissioner for such district shall be elected in the manner provided by law for the election of school commissioners. School commissioner districts. Division of districts. Election of new commissioner.

§ 3. A school commissioner for each school commissioner district shall be elected by the electors thereof, at the general election in the year eighteen hundred and ninety-six, and triennially thereafter. Any person of full age, a citizen of the United States, a resident of the state, and of the county in which a school commissioner district is situated, shall be eligible to the office of school commissioner. No person shall be deemed ineligible to such office by reason of sex who has the other qualifications as herein provided. It shall be the duty of county clerks, and they are hereby required, as soon as they shall have official notice of the election or appointment of a school commissioner, for any district in their county, to forward to the superintendent of public instruction a duplicate certificate of such election or appointment, attested by their signature and the seal of the county. Election of school commissioners. Certificate of election to be forwarded to superintendent.

§ 4. The term of office of such commissioner shall commence on the first day of January next after his election, and shall be for three years, and until his or her successor qualifies. Every person elected to the office, or appointed to fill a vacancy, must take the oath of office prescribed by the constitution, before the Term of office. Official oath.

TITLE A

county clerk or before any officer authorized to take, within this state, the acknowledgment of the execution of a deed of real property, and file it with the county clerk; and if he or she omit so to do, the office shall be deemed vacant.

**Resigna-
tions.**

§ 5. A commissioner may, at any time, vacate his or her office by filing his or her resignation with the county clerk. His or her removal from the county, or the acceptance of the office of supervisor, town clerk or trustee of a school district, shall vacate his or her office.

**Vacating
office.**

**Vacancies
in office.**

§ 6. The county clerk, so soon as he has official or other notice of the existence of a vacancy in the office of school commissioner, shall give notice thereof to the county judge, or, if that office be vacant, to the superintendent of public instruction. In case of a vacancy the county judge, or, if there be no county judge, then the superintendent shall appoint a commissioner, who shall hold his office until the first of January succeeding the next general election, and until his successor, who shall be chosen at such general election, shall have qualified. A person elected to fill a vacancy shall hold the office only for the unexpired term.

**Annual
salary.**

§ 7. Every school commissioner shall receive an annual salary of one thousand dollars, payable quarterly out of the free school fund appropriated for this purpose.

**Increase of
salary.**

§ 8. Whenever a majority of the supervisors from all the towns composing a school commissioner district shall adopt a resolution to increase the salary of their school commissioner beyond the one thousand dollars payable to him from the free school fund, it shall be the duty of the board of supervisors of the county to give effect to such resolution, and they shall assess the increase stated therein upon the towns composing such commissioner district, ratably, according to the corrected valuations of the real and personal estate of such towns.

**Expenses
of commis-
sioner.**

§ 9. The board of supervisors shall annually audit and allow to each commissioner within the county a fixed sum of at least two hundred dollars for his expenses, and shall assess and levy that amount annually, by tax upon the towns composing his district.

**Superin-
tendent
may with-
hold salary.**

§ 10. Whenever the superintendent of public instruction is satisfied that a school commissioner has persistently neglected to perform his duties, he may withhold his order for the payment of the whole or any part of such commissioner's salary as it shall

become due, and the salary so withheld shall be forfeited; but the superintendent may remit the forfeiture, in whole or in part, upon the commissioner disproving or excusing such neglect.

§ 11. A commissioner, upon the written request of the commissioner of an adjoining district, may perform any of his duties for him, and upon requirement of the state superintendent of public instruction must perform the same. Commissioner to serve for another.

§ 12. No school commissioner shall be directly or indirectly engaged in the business of a publisher of school books, maps or charts, or of a bookseller, or in the manufacture or sale of school apparatus or furniture; nor shall he act as agent for an author, publisher, or bookseller, or dealer in school books, maps or charts, or manufacturer of or dealer in any school furniture or apparatus; nor directly or indirectly receive any gift, emolument, reward or promise of reward, for his influence in recommending or procuring the use of any book, map or chart, or school apparatus, or furniture of any kind whatever, in any common or union free school, or the purchase of any books for a school district library. Any violation of this provision, or of any part thereof, shall be a misdemeanor; and any such violation shall subject such commissioner to removal from his office by the superintendent of public instruction. Not to act as agent for author, publisher, etc.

§ 13. Every commissioner shall have power, and it shall be his duty: Duties.

1. From time to time to inquire into and ascertain whether the boundaries of the school districts within his district are definitely and plainly described in the records of the proper town clerks; and in case the record of the boundaries of any school district shall be found defective or indefinite, or if the same shall be in dispute, then to cause the same to be amended, or an amended record of the boundaries to be made. All necessary expenses incurred in establishing such amended records shall be a charge upon the district or districts affected, to be audited and allowed by the trustee or trustees thereof, upon the certificate of the school commissioner. Defining district boundaries. Expenses thereof.

2. To visit and examine all the schools and school districts within his district as often in each year as shall be practicable; to inquire into all matters relating to the management, the course of study and mode of instruction, and the text-books and discipline of such schools, and the condition of the school-houses, sites, Visitation and examination of schools.

TITLE A

county clerk or before any officer authorized to take, within this state, the acknowledgment of the execution of a deed of real property, and file it with the county clerk; and if he or she omit so to do, the office shall be deemed vacant.

Resignations.

§ 5. A commissioner may, at any time, vacate his or her office by filing his or her resignation with the county clerk. His or her removal from the county, or the acceptance of the office of supervisor, town clerk or trustee of a school district, shall vacate his or her office.

Vacating office.**Vacancies in office.**

§ 6. The county clerk, so soon as he has official or other notice of the existence of a vacancy in the office of school commissioner, shall give notice thereof to the county judge, or, if that office be vacant, to the superintendent of public instruction. In case of a vacancy the county judge, or, if there be no county judge, then the superintendent shall appoint a commissioner, who shall hold his office until the first of January succeeding the next general election, and until his successor, who shall be chosen at such general election, shall have qualified. A person elected to fill a vacancy shall hold the office only for the unexpired term.

Annual salary.

§ 7. Every school commissioner shall receive an annual salary of one thousand dollars, payable quarterly out of the free school fund appropriated for this purpose.

Increase of salary.

§ 8. Whenever a majority of the supervisors from all the towns composing a school commissioner district shall adopt a resolution to increase the salary of their school commissioner beyond the one thousand dollars payable to him from the free school fund, it shall be the duty of the board of supervisors of the county to give effect to such resolution, and they shall assess the increase, stated therein upon the towns composing such commissioner district, ratably, according to the corrected valuations of the real and personal estate of such towns.

Expenses of commissioner.

§ 9. The board of supervisors shall annually audit and allow to each commissioner within the county a fixed sum of at least two hundred dollars for his expenses, and shall assess and levy that amount annually, by tax upon the towns composing his district.

Superintendent may withhold salary.

§ 10. Whenever the superintendent of public instruction is satisfied that a school commissioner has persistently neglected to perform his duties, he may withhold his order for the payment of the whole or any part of such commissioner's salary as it shall

become due, and the salary so withheld shall be forfeited; but the superintendent may remit the forfeiture, in whole or in part, upon the commissioner disproving or excusing such neglect.

§ 11. A commissioner, upon the written request of the commissioner of an adjoining district, may perform any of his duties for him, and upon requirement of the state superintendent of public instruction must perform the same. Commissioner to serve for another.

§ 12. No school commissioner shall be directly or indirectly engaged in the business of a publisher of school books, maps or charts, or of a bookseller, or in the manufacture or sale of school apparatus or furniture; nor shall he act as agent for an author, publisher, or bookseller, or dealer in school books, maps or charts, or manufacturer of or dealer in any school furniture or apparatus; nor directly or indirectly receive any gift, emolument, reward or promise of reward, for his influence in recommending or procuring the use of any book, map or chart, or school apparatus, or furniture of any kind whatever, in any common or union free school, or the purchase of any books for a school district library. Any violation of this provision, or of any part thereof, shall be a misdemeanor; and any such violation shall subject such commissioner to removal from his office by the superintendent of public instruction. Not to act as agent for author, publisher, etc. Penalty.

§ 13. Every commissioner shall have power, and it shall be his duty: Duties.

1. From time to time to inquire into and ascertain whether the boundaries of the school districts within his district are definitely and plainly described in the records of the proper town clerks; and in case the record of the boundaries of any school district shall be found defective or indefinite, or if the same shall be in dispute, then to cause the same to be amended, or an amended record of the boundaries to be made. All necessary expenses incurred in establishing such amended records shall be a charge upon the district or districts affected, to be audited and allowed by the trustee or trustees thereof, upon the certificate of the school commissioner. Defining district boundaries. Expenses thereof.

2. To visit and examine all the schools and school districts within his district as often in each year as shall be practicable; to inquire into all matters relating to the management, the course of study and mode of instruction, and the text-books and discipline of such schools, and the condition of the school-houses, sites, Visitation and examination of schools.

TITLE 5.

out-buildings and appendages, and of the district generally; to examine the school libraries; to advise with and counsel the trustees and other officers of the district in relation to their duties, and particularly in respect to the construction, heating, ventilating and lighting of school-houses, and the improving and adorning of the school grounds connected therewith; and to recommend to the trustees and teachers the proper studies, discipline and management of the schools, and the course of instruction to be pursued.

Libraries, school-houses, etc. **Recommendation as to studies.** **May direct trustees to make repairs.** 3. Upon such examination, to direct the trustees to make any alterations or repairs on the school-house or outbuildings which shall, in his opinion, be necessary for the health or comfort of the pupils, but the expense of making such alterations or repairs shall, in no case, exceed the sum of two hundred dollars, unless an additional sum shall be voted by the district. He may also direct the trustee to make any alterations or repairs to school furniture, or when in his opinion any furniture is unfit for use and not worth repairing, or when sufficient furniture is not provided, he may direct that new furniture shall be provided as he may deem necessary, provided that the expense of such alterations, repairs or additions to furniture shall not, in any one year exceed the sum of one hundred dollars. He may also direct the trustees to abate any nuisance in or upon the premises, provided the same can be done at an expense not exceeding twenty-five dollars.

Alteration or repairs to school furniture. **Abatement of nuisances.** **Condemnation of school-house.** 4. By an order under his hand, reciting the reason or reasons, to condemn a school-house, if he deems it wholly unfit for use and not worth repairing, and to deliver the order to the trustees, or one of them, and transmit a copy to the superintendent of public instruction. Such order, if no time for its taking effect be stated in it, shall take effect immediately. He shall also state what sum, not exceeding eight hundred dollars, will, in his opinion, be necessary to erect a school-house capable of accommodating the children of the district. Immediately upon the receipt of said order, the trustee or trustees of such district shall call a special meeting of the inhabitants of said district, for the purpose of considering the question of building a schoolhouse therein. Such meeting shall have power to determine the size of said schoolhouse, the material to be used in its erection, and to vote a tax to build the same; but such meeting shall have no power to reduce the estimate made by the commissioner aforesaid by more than

Estimates for erection of school-houses. **Special meeting for considering question.**

TITLE 5.

twenty-five per centum of such estimate. And where no tax for Erection of building upon neglect to vote tax. building such house shall have been voted by such district within thirty days from the time of holding the first meeting to consider the question, then it shall be the duty of the trustee or trustees of such district to contract for the building of a schoolhouse capable of accommodating the children of the district, and to levy a tax Tax for payment thereof. to pay for the same, which tax shall not exceed the sum estimated as necessary by the commissioner aforesaid, and which shall not be less than such estimated sum by more than twenty-five per centum thereof. But such estimated sum may be increased by a Increase of estimate by vote vote of the inhabitants at any school meeting subsequently called and held according to law.

5. To examine, under such rules and regulations as have been Examination and licensing of teachers. or may be prescribed by the superintendent of public instruction persons proposing to teach common schools within his district, and not possessing the superintendent's certificate of qualification or a diploma of a state normal school, and to inquire into their moral fitness and capacity, and, if he find them qualified, to grant them certificates of qualification, in the forms which are or may be prescribed by the superintendent. No certificate shall be granted Restrictions as to granting certificates. to any person to teach in the public schools of this state, who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system. No certificate shall be granted to any person under the age of sixteen years.

6. To examine any charge affecting the moral character of any Examination of charges against teachers. teacher within his district, first giving such teacher reasonable notice of the charge, and an opportunity to defend himself therefrom; and if he find the charge sustained, to annul the teacher's Annulment of certificates. certificate, by whomsoever granted, and to declare him unfit to teach; and if the teacher holds a certificate of the superintendent, or a diploma of a state normal school, to notify the superintendent forthwith of such annulment and declaration.

7. And, generally, to use his utmost influence and most strenuous General duties. exertions to promote sound education, elevate the character and qualifications of teachers, improve the means of instruction and advance the interests of the schools under his supervision.

§ 14. Every school commissioner shall have power to take Affidavits and oaths. affidavits and administer oaths in all matters pertaining to common schools, but without charge or fee; and, under the direction of

TITLE 3.

Issuing of
subpoenas,
etc.

Penalty
for disobe-
dience of
subpoenas.

Rules and
regula-
tions.

Reports to
superin-
tendent.

Annual re-
port from
returns of
school
trustees.

Use of
school
building
for exami-
nations.

the superintendent of public instruction, to take and report to him the testimony in any case of appeal. When so directed by the superintendent, said commissioner shall have power to issue subpoenas to compel the attendance of witnesses. Service of said subpoenas shall be made a reasonable time before the time therein named for the hearing, by exhibiting the same to the person so served, with the signature of the commissioner attached, and by leaving with such person a copy thereof. The person so served shall be entitled to receive from the person or officer at whose instance he is subpoenaed, at the time of service, the same fees as are provided by law for witnesses in courts of record. Disobedience of such subpoena shall subject the delinquent to a penalty of twenty-five dollars, which shall, unless sufficient excuse is shown, upon the certificate of the commissioner showing such facts, be imposed by the county judge of the county in which such commissioner resides, and shall be paid forthwith to the county treasurer for the benefit of the poor of the county, or, in case such penalty shall not be paid, such delinquent shall stand committed to the county jail of the county for the period of twenty-five days, unless sooner paid.

§ 15. The commissioners shall be subject to such rules and regulations as the superintendent of public instruction shall, from time to time, prescribe, and appeals from their acts and decisions may be made to him, as hereinafter provided. They shall, whenever required by the superintendent, report to him as to any particular matter or act, and shall severally make to him annually, to the first day of August in each year, a report in such form and containing all such particulars as he shall prescribe and call for; and, for that purpose, shall procure the reports of the trustees of the school districts from the town clerks' offices, and, after abstracting the necessary contents thereof, shall arrange and indorse them properly and deposit them, with a copy of his own abstract thereof, in the office of the county clerk, and the clerk shall safely keep them.

§ 16. It shall be the duty of all trustees and boards of education for school districts under the supervision of school commissioners, to grant the use of any school building under their charge for all examinations appointed by the superintendent of public instruction, upon the written request of the commissioner having jurisdiction over the same.

TITLE VI.

School Districts: Formation, Alteration and Dissolution
Thereof.

Section 1. It shall be the duty of each school commissioner, in respect to the territory within his district: Duties as to school districts.

1. To divide it, so far as practicable, into a convenient number of school districts, and alter the same as herein provided.

*2. In conjunction with the commissioner or commissioners of an adjoining school commissioner district or districts, to set off joint districts, composed of adjoining parts of their respective districts, and separately to institute proceedings to alter the same in respect to the territory within his own district. Joint districts.

3. To describe and number the school districts, and joint districts, and to deliver, in writing, to the town clerk, the description and number of each district lying in whole or in part in his town, together with all notices, consents and proceedings relating to the formation or alteration thereof, immediately after such formation or alteration. Every joint district shall bear the same number in every school commissioner district of whose territory it is in part composed. Descriptions and numbers of districts.

§ 2. With the written consent of the trustees of all the districts to be affected thereby, he may, by order, alter any school district within his jurisdiction, and fix, by said order, a day when the alteration shall take effect. Alteration of districts upon consent.

§ 3. If the trustees of any such district refuse to consent, he may make and file with the town clerk his order making the alteration, but reciting the refusal, and directing that the order shall not take effect, as to the dissenting district or districts, until a day therein to be named, and not less than three months after the date of such order. Ordering of alterations upon refusal of consent.

†§ 4. Within ten days after making and filing such order he shall give at least a week's notice in writing to one or more of the assenting and dissenting trustees of any district or districts to be affected by the proposed alterations, that at a specified time, and at a named place within the town in which either of the districts to be affected lies, he will hear the objections to the alteration. The trustees of any district to be affected by such order may request the supervisor and town clerk of the town or towns within which such district or districts shall wholly or partly lie, to be associated with the commissioner. At the time Notice of hearing objections to alterations.

Approved by the Board of Education, June 1, 1869.

TITLE 6.

Hearing
and decision
thereon.

Filing of
decision.

Fees of
supervisor
and town
clerk.

Dissolution
of districts.

Alteration
of bounda-
ries of
union free
school dis-
tricts.

Formation
of joint dis-
tricts.

Alteration
or dissolu-
tion.

Special
meeting for
altering or
dissolving
joint dis-
tricts.

Consolida-
tion of dis-
tricts.

and place mentioned in the notice the commissioner or commissioners, with the supervisors and town clerks, if they shall attend and act, shall hear and decide the matter; and the decision shall be final unless duly appealed from. Such decision must either confirm or vacate the order of the commissioner, and must be filed with and recorded by the town clerk of the town or towns in which the district or districts to be affected shall lie, and a tie vote shall be regarded a decision for the purposes of an appeal on the merits.

§ 5. The supervisor and town clerk shall be entitled each, to one dollar and fifty cents a day, for each day's service in any such matter, to be levied and paid as a charge upon their town.

§ 6. Any school commissioner may also, with the written consent of the trustees of all the districts to be affected thereby, dissolve one or more school districts adjoining any union free school district other than one whose limits correspond with any city or incorporated village, and annex the territory of such districts so dissolved to such union free school district. He may alter the boundaries of any union free school district whose limits do not correspond with those of any city or incorporated village, in like manner as alterations of common school districts may be made as herein provided; but no school district shall be altered or divided, which has any bonded indebtedness outstanding.

§ 7. Whenever it may become necessary or convenient to form a school district out of parcels of two or more school commissioner districts, the commissioners of such districts, or a majority of them, may form such district; and the commissioners within whose districts any such school district lies, or a majority of them, may alter or dissolve it.

§ 8. If a school commissioner, by notice in writing, shall require the attendance of the other commissioner or commissioners, at a joint meeting for the purpose of altering or dissolving such a joint district, and a majority of all the commissioners shall refuse or neglect to attend, the commissioner or commissioners attending, or any one of them, may call a special meeting of such school district for the purpose of deciding whether such district shall be dissolved; and its decision of that question shall be as valid as though made by the commissioners.

§ 9. When two or more districts shall be consolidated into one, the new district shall succeed to all the rights of property possessed by the annulled districts.

TITLE

§ 10. When a district is parted into portions, which are annexed to other districts, its property shall be sold by the supervisor of the town, within which its school-house is situate, at public auction, after at least five days' notice, by notice posted in three or more public places of the town in which the school-house is situated, one of which shall be posted in the district so dissolved. The supervisor, after deducting the expenses of the sale, shall apply its proceeds to the payment of the debts of the district, and apportion the residue, if any, among the owners or possessors of taxable property in the district, in the ratio of their several assessments on the last corrected assessment-roll or rolls of the town or towns, and pay it over accordingly.

§ 11. The supervisor of the town within which the school-house of the dissolved district was situate may demand, sue for, and collect, in his name of office, any money of the district outstanding in the hands of any of its former officers, or any other person; and, after deducting his costs and expenses, shall report the balance to the school commissioner who shall apportion the same equitably among the districts to which the parts of the dissolved districts were annexed, to be by them applied as their district meetings shall determine.

§ 12. Though a district be dissolved, it shall continue to exist in law, for the purpose of providing for and paying all its just debts; and to that end the trustees and other officers shall continue in office, and the inhabitants may hold special meetings, elect officers to supply vacancies, and vote taxes; and all other acts necessary to raise money and pay such debts shall be done by the inhabitants and officers of the district.

§ 13. The commissioner, or a majority of the commissioners in whose district or districts a dissolved school district was situated, shall by his or their order in writing, delivered to the clerk of the district, or to any person in whose possession the books, papers and records of the district, or any of them, may be, direct such clerk or other person to deposit the same in the clerk's office in a town in the order named. Such clerk or other person, by neglect or refusal to obey the order, shall forfeit fifty dollars, to be applied to the benefit of the common schools of said town. The commissioner or commissioners shall file a duplicate of the order with such clerk.

TITLE VII.

Meetings in Common School Districts; the Election of School District Officers and their Powers and Duties.

ARTICLE 1.

Of common school district meetings, who are voters, and their powers.

New district.

Notice of first meeting.

Service of notice.

May give notice of meeting before time fixed

Special district meeting, when commissioner may call.

Penalty for refusal to serve notice.

Special district meetings.

Section 1. Whenever any school district shall be formed, the commissioner or any one or more of the commissioners, within whose district or districts it may be, shall prepare a notice describing such district, and appointing a time and place for the first district meeting, and deliver such notice to a taxable inhabitant of the district.

§ 2. It shall be the duty of such inhabitant to notify every other inhabitant of the district qualified to vote at the meeting, by reading the notice in his hearing, or in case of his absence from home, by leaving a copy thereof, or so much thereof as relates to the time, place and object of the meeting, at the place of his abode, at least, six days before the time of the meeting.

§ 3. In case such meeting shall not be held, and in the opinion of the commissioner it shall be necessary to hold such meeting, before the time herein fixed for the first annual meeting, he shall deliver another such notice to a taxable inhabitant of the district, who shall serve it as hereinbefore provided.

§ 4. When the clerk and all the trustees of a school district shall have removed from the district, or their office shall be vacant, so that a special meeting can not be called, as herein-after provided, the commissioner may in like manner give notice of, and call a special district meeting.

§ 5. Every taxable inhabitant, to whom a notice of any district meeting shall be delivered for service, pursuant to any provisions of this article, who shall refuse or neglect to serve the same, as hereinbefore prescribed, shall forfeit five dollars for the benefit of the district.

§ 6. A special district meeting shall be held whenever called by the trustees. The notice thereof shall state the purposes for which it is called, and no business shall be transacted at such special meeting, except that which is specified in the notice; and the district clerk, or, if the office be vacant, or he be sick or absent,

TITLE

or shall refuse to act, a trustee or some taxable inhabitant, by order of the trustees, shall serve the notice upon each inhabitant of the district qualified to vote at district meetings, at least five days before the day of the meeting, in the manner prescribed in the second section of this title. But the inhabitants of any district may, at any annual meeting, adopt a resolution prescribing some other mode of giving notice of special meetings, which resolution and the mode prescribed thereby shall continue in force until rescinded or modified at some subsequent annual meeting.

Annual meeting may prescribe mode of giving notice.

§ 7. The proceedings of no district meeting, annual or special, shall be held illegal for want of a due notice to all the persons qualified to vote thereat, unless it shall appear that the omission to give such notice was willful and fraudulent.

Proceedings, when illegal.

§ 8. The annual meeting of each school district shall be held on the first Tuesday of August in each year, and, unless the hour and place thereof shall have been fixed by a vote of a previous district meeting, the same shall be held in the school-house at seven-thirty o'clock in the evening. If a district possesses more than one school-house, it shall be held in the one usually employed for that purpose, unless the trustees designate another. If the district possesses no school-house, or if the school-house shall be no longer accessible, then the annual meeting shall be held at such place as the trustees, or, if there be no trustee, the clerk, shall designate in the notice.

Annual school district meeting.

§ 9. Whenever the time for holding the annual meeting in school districts shall pass without such meeting being held in any district, a special meeting shall thereafter be called by the trustees or by the clerk of such district for the purpose of transacting the business of the annual meeting; and if no such meeting be called by the trustees or the clerk within twenty days after such time shall have passed, the school commissioner of the commissioner district in which said school district is situated, or the superintendent of public instruction may order any inhabitant of such district to give notice of such meeting in the manner provided in the second section of this title, and the officers of the district shall make to such meeting the reports required to be made at the annual meeting, subject to the same penalty in case of neglect; and the officers elected at such meeting shall hold their respective offices only until the next annual meet-

Proceedings, when annual meeting not held.

TITLE 7.

ing and until their successors are elected and shall have qualified as in this act provided.

Duty of
inhabitants
upon call
of meeting.

§ 10. Whenever any district meeting shall be duly called, it shall be the duty of the inhabitants qualified to vote thereat, to assemble at the time and place fixed for the meeting.

Voters,
their qual-
ifications.

§ 11. Every person of full age residing in any school district and who has resided therein for a period of thirty days next preceding any annual or special meeting held therein, and a citizen of the United States, who owns or hires, or is in the possession, under a contract of purchase, of real property in such school district liable to taxation for school purposes; and every such resident of such district, who is a citizen of the United States, of twenty-one years of age, and is the parent of a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such person not being the parent, who shall have permanently residing with him or her a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such resident and citizen as aforesaid, who owns any personal property, assessed on the last preceding assessment-roll of the town, exceeding fifty dollars in value, exclusive of such as is exempt from execution, and no other shall be entitled to vote at any school meeting held in such district, for all school district officers and upon all matters which may be brought before said meeting. No person shall be deemed to be ineligible to vote at any such school district meeting, by reason of sex, who has one or more of the other qualifications required by this section.

Persons not
ineligible
by reason
of sex.

Challenges.

§ 12. If any person offering to vote at any school district meeting shall be challenged as unqualified, by any legal voter in such district, the chairman presiding at such meeting shall require the person so offering, to make the following declaration: "I do declare and affirm that I am, and have been, for the thirty days last past, an actual resident of this school district and that I am qualified to vote at this meeting." And every person making such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person shall refuse to make such declaration, his or her vote shall be rejected.

Declara-
tions there-
upon.

TITLE 7.

§ 13. Any person who shall willfully make a false declaration of his or her right to vote at any such school meeting, after his or her right to vote thereat has been challenged, shall be deemed guilty of a misdemeanor. And any person not qualified to vote at any such meeting, who shall vote thereat, shall thereby forfeit five dollars, to be sued for by the supervisor for the benefit of the common schools of the town. Illegal voting, etc.

§ 14. The inhabitants entitled to vote, when duly assembled in any district meeting, shall have power, by a majority of the votes of those present: Powers of district meeting.

1. To appoint a chairman for the time being.
2. If the district clerk be absent to appoint a clerk for the time.
3. To adjourn from time to time as occasion may require.

4. To elect one or three trustees as hereinafter provided, a district clerk and a district collector, and in any district which shall so determine, as hereinafter provided, to elect a treasurer, at their first meeting, and so often as such offices or any of them become vacated, except as hereinafter provided. All district officers shall be elected by ballot. At elections of district officers, the trustees shall provide a suitable ballot-box. Two inspectors of election shall be appointed in such manner as the meeting shall determine, who shall receive the votes cast, and canvass the same, and announce the result of the ballot to the chairman. A poll-list containing the name of every person whose vote shall be received shall be kept by the district clerk, or the clerk for the time of the meeting. The ballots shall be written or printed, or partly written and partly printed, containing the name of the person voted for and designating the office for which each is voted for. The chairman shall declare to the meeting the result of each ballot, as announced to him by the inspectors, and the persons having the majority of votes, respectively, for the several offices, shall be elected. Election of district officers. Ballot box. Inspectors of election. Poll-list. Ballots.

5. At the first meeting, or at any subsequent annual meeting, or at any special meeting duly called for that purpose, the qualified voters of any school district are authorized to adopt by a vote of a majority of such voters present and voting, to be ascertained by taking and recording the ayes and noes, a resolution to elect a treasurer of said district, who shall be the custodian of all moneys belonging to said district, and the disbursing officer of such moneys. If such resolution shall be adopted, such voters Treasurer, election of, how determined.

TITLE 7.

**Eligibility
to office.**

shall thereupon elect by ballot a treasurer for said district. No person shall be eligible to the office of treasurer unless he is a qualified voter in, and a taxable inhabitant of said district. Any

**Term of
office.**

person elected treasurer at any meeting other than an annual meeting, shall hold office until the next annual meeting after such election, and until his successor shall be elected or appointed, and thereafter a treasurer shall be elected at each annual meeting for the term of one year.

**Collector's
and treas-
urer's
bonds.**

6. To fix the amount in which the collector and treasurer shall give bonds for the due and faithful performance of the duties of their offices.

**Designa-
tion of site.**

7. To designate a site for a school-house, or, with the consent of the commissioner or commissioners within whose district or districts the school district lies, to designate sites for two or more school-houses for the district. Such designation of a site or sites for a school-house can be made only at a special meeting of the district, duly called for such purpose by a written resolution in which the proposed site shall be described by metes and bounds, and which resolution must receive the assent of a majority of the qualified voters present and voting, to be ascertained by taking and recording the ayes and noes.

**Special
meeting
therefor.**

**Tax for
sites and
school
houses.**

8. To vote a tax upon the taxable property of the district to purchase, lease and improve such site or sites or an addition to such site or sites; to hire or purchase rooms or buildings for school-rooms or school-houses, or to build school-houses; and to keep in repair and furnish the same with necessary fuel, furniture and appendages.

**Tax for ap-
paratus
and text-
books.**

9. To vote a tax, not exceeding twenty-five dollars in any one year, for the purchase of maps, globes, blackboards and other school apparatus, and for the purchase of text-books and other school necessities for the use of poor scholars of the district.

**Tax for
school
library.**

10. To vote a tax for the establishment of a school library and the maintenance thereof, or for the support of any school library already owned by said district, and for the purchase of books therefor, and such sum as they may deem necessary for the purchase of a book-case.

**Tax for de-
ficiencies.**

11. To vote a tax to supply a deficiency in any former tax arising from such tax, being in whole or in part, uncollectible.

**Insurance
of prop-
erty.**

12. To authorize the trustees to cause the school-house or school-houses, and their furniture, appendages and school apparatus

TITLE 2.

to be insured by any insurance company created by or under the laws of this state.

13. To alter, repeal and modify their proceedings, from time to time, as occasion may require. Alteration of proceedings.

14. To vote a tax for the purchase of a book for the purpose of recording their proceedings. Tax for record book.

15. To vote a tax to replace moneys of the district, lost or embezzled by district officers; and to pay the reasonable expenses incurred by district officers in defending suits or appeals brought against them for their official acts, or in prosecuting suits or appeals by direction of the district against other parties. Tax to replace moneys. Expenses of suits.

16. To vote a tax to pay whatever deficiency there may be in teachers' wages after the public money apportioned to the district shall have been applied thereto; but if the inhabitants shall neglect or refuse to vote a tax for this purpose, or if they shall vote a tax which shall prove insufficient to cover such deficiency, then the trustees are authorized, and it is hereby made their duty, to raise, by district tax, any reasonable sum that may be necessary to pay the balance of teachers' wages remaining unpaid, the same as if such tax had been authorized by a vote of the inhabitants. Tax for teachers' wages. Trustees may raise money.

17. To vote a tax to pay and satisfy of record any judgment or judgments of a competent court which may have been or shall hereafter be obtained in an action against the trustees of the district for unpaid teachers' wages against the trustees of the district, where the time to appeal from said judgment or judgments shall have lapsed, or there shall be no intent to appeal on the part of such district, or the said judgment or judgments is or are or shall be of the court of last resort; but if the inhabitants shall neglect or refuse to vote a tax for this purpose, or, if they vote a tax which shall prove insufficient to fully satisfy said judgment or judgments, then the trustees are authorized and it is hereby made their duty to raise by district tax the amount of said judgment or judgments, or the deficiency which may exist in any tax voted by said inhabitants to pay said judgment or judgments, the same as if such tax had been authorized by a vote of the inhabitants, and the trustees are hereby authorized, and it is hereby made their duty forthwith, after the expiration of thirty days from notice of any judgment or judgments having been entered against the district or the trustees thereof Tax for judgments for teachers' wages. Trustees may levy tax without vote. Trustees may call meeting.

TITLE 7.

for unpaid teachers' wages, to call a meeting of the inhabitants of said district, who shall have power, as aforesaid, to vote a tax to pay said judgment or judgments; and in case they refuse or neglect to do so, the trustees are authorized, and it is hereby made their duty, unless said judgment or judgments are appealed from, to raise by district tax the amount of said judgment or judgments as hereinbefore provided.

Vote on expenditures of money or levy of tax.

18. In all propositions arising at said district meetings, involving the expenditure of money, or authorizing the levy of a tax or taxes, the vote thereon shall be by ballot, or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such district meetings.

Election of officers in districts over 800.

§ 15. In school districts in which the number of children of school age exceeds three hundred, as shown by the last annual report of the trustees to the school commissioner, the qualified voters of any such district, at any annual meeting thereof, may by the vote of a majority of those present and voting, to be ascertained by taking and recording the ayes and noes, determine that the election of officers of said district shall be held on the Wednesday next following the day designated by law for holding the annual meeting of said district. Until such determination shall be changed, such election shall be held on the Wednesday next following the day on which such annual meeting of such district shall be held in each year, between the hours of twelve o'clock noon and four o'clock in the afternoon, at the principal school-house in such district, or such other suitable place as the trustees may designate. When the place of holding such election is other than at the principal school-house, the trustees shall give notice thereof by the publication of such notice, at least, one week before the time of holding such election, in some newspaper published in the district, or by posting the same in five conspicuous places in the district. The trustees may, by resolution, extend the time of holding the election from four o'clock until sunset. The trustees shall act as inspectors of election, and if a majority of the trustees shall not be present at the time for opening the polls those of them in attendance may appoint any of the legal voters of the district present to act as inspectors in place of the absent trustees; and if none of the trustees shall be present at the time of opening the polls, the legal voters present may choose three of their number to act as inspectors. If any such district shall have

Time of holding same.

Notice of election.

Extension of time.

Inspectors of election.

at one trustee, the legal voters of the district present at the time of opening the polls, may choose two of their number to act with said trustee as inspectors. The district clerk shall attend at the election, and record in a ^{Record of voters.} book to be provided for that purpose, the name of each elector as he or she deposits his or her ballot. If the district clerk shall be absent, or shall be unable or refuse to act, the trustees or inspectors of election shall appoint some person who is a legal voter in the district to act in his place. Any clerk or acting clerk ^{Penalty for refusing to record names.} at such election who shall neglect or refuse to record the name of a person whose ballot is received by the inspectors, shall be liable to a fine of twenty-five dollars, to be sued for by the supervisor of the town. If any person offering to vote at such election ^{Challenge.} shall be challenged as unqualified, by any legal voter, the chairman of the inspectors shall require the person so offering to vote to make the following declaration: "I do declare and affirm that ^{Declaration thereupon.} I am and have been for the thirty days last past an actual resident of this school district, and that I am legally qualified to vote at this election." Every person making such declaration shall be permitted to vote; but if any person shall refuse to make such declaration, his or her ballot shall not be received by the inspectors. Any person who, upon being so challenged, shall will- ^{Penalty for illegal voting, etc.} fully make a false declaration of his or her right to vote at such election, is guilty of a misdemeanor. Any person who shall vote at such election, not being duly qualified, shall, though not challenged, forfeit the sum of ten dollars, to be sued for by the supervisor of the town for the benefit of the school or schools of the district. The trustees of the district shall, at the expense of the ^{Ballot box} district, provide a suitable box in which the ballots shall be deposited as they are received. Such ballots shall contain the ^{Ballots.} names of the persons voted for, and shall designate the office for which each one is voted, and such ballots may be either written or printed, or partly written and partly printed. The inspectors, immediately after the close of ^{Canvass of votes and declaration of result.} the polls shall proceed to canvass the votes. They shall first count the ballots to determine if they tally with the number of names recorded by the clerk. If they exceed that number, enough ballots shall be withdrawn to make them correspond. Said inspectors shall count the votes and announce the result. The *person or persons having a majority of the votes respectively for*

TITLE 7.

the several offices shall be elected, and the clerk shall record the result of such ballot and election as announced by the inspectors.

Special election. Whenever the time for holding such election as aforesaid shall pass without such election being held in any such district, a special election shall be called by the trustees or clerk, and if no such election be called by the trustees or clerk within twenty days after such time shall have passed, the school commissioner or the superintendent of public instruction may order an inhabitant of such district to give notice of such election in the manner provided in the second section of this title; and the officials elected at such special election shall hold their respective offices only until the next annual election, and until their successors are elected and shall have qualified, as in this act provided. All disputes concerning the validity of any such election, or of any votes cast thereat, or of any of the acts of the inspectors or clerk, shall be referred to the superintendent of public instruction, whose decision in the matter shall be final. Such superintendent may, in his discretion, order a new election in any district.

Terms of officers elected thereat.

Election disputes, how decided.

Limitation of foregoing provisions. The foregoing provision shall not apply to school districts in cities, nor to union free school districts whose limits correspond with those of an incorporated village, nor to any school district organized under a special act of the legislature, in which the time, manner and form of the election of district officers shall be different from that prescribed for the election of officers in common school districts, organized under the general law, nor to any of the school districts in the counties of Richmond, Suffolk, Chenango, Westchester, Warren, Erie and St. Lawrence.

ARTICLE 2.

Of district school-houses and sites.

Location of school-houses. § 16. No school-house shall be built so as to stand, in whole or in part, upon the division line of any two towns.

Approval of tax over \$500. § 17. No tax voted by a district meeting for building, hiring or purchasing a school-house or an addition to a school-house exceeding the sum of five hundred dollars, shall be levied by the trustees unless the commissioner in whose district the school-house of said district so to be built, hired or purchased or added to is situated shall certify, in writing, his approval of such larger sum.

Approval of plans. And no school-house shall be built in any school district of this state until the plan of ventilating, heating and lighting such

school-house shall be approved in writing by said school commissioner. But nothing herein contained shall invalidate any tax Provided, that shall or may be hereafter levied for building or repairing school-houses which in other respects comply with existing statutes.

* § 18. Whenever a majority of the inhabitants of any school district entitled to vote to be ascertained by taking and recording the ayes and noes of such inhabitants attending and voting at any annual, special or adjourned school district meeting, legally called or held, shall determine that the sum proposed and provided for in the last preceding section shall be raised by installments, it shall be the duty of the trustees of such district, and they are hereby authorized to cause the same to be raised, levied and collected in equal installments in the same manner and with the like authority that other school taxes are raised, levied and collected, and to make out their tax-list and warrant for the collection of such installments, with interest thereon, as they become payable, according to the vote of the said inhabitants; but the payment or collection of the last installment shall not be extended beyond twenty years from the time such vote was taken; and no vote to levy any such tax shall be reconsidered Levy and collection of tax in installments upon favorable vote. except at an adjourned annual or special meeting to be held within thirty days thereafter, and a like majority shall be required for reconsideration as that by which tax was originally imposed. Reconsideration of vote. For the purpose of giving effect to these provisions, trustees are hereby authorized, whenever a tax shall have been voted to be collected in installments for the purpose of building a new school-house or an addition to a school-house, to borrow so much of the sum voted as may be necessary, at a rate of interest not exceeding six per cent, and to issue bonds or other evidences of indebtedness therefor which shall be a charge upon the district, and be paid at maturity and which shall not be sold below par. Issue of bonds. Due notice of the time and place of the sale of such bonds shall be given at least ten days prior thereto. Notice of sale thereof. It shall be the duty of the trustees or the person or persons having charge of the issue or payment of such indebtedness, to transmit a statement thereof to the clerk of the board of supervisors of the county in which such indebtedness is created, annually, on or before the first day of November.

§ 19. So long as a district shall remain unaltered, the site of a school-house owned by it, upon which there is a school-house erected or in process of erection, shall not be changed, nor such school-house be removed, unless by the consent in writing, of the school commissioner having jurisdiction; nor with such consent, unless a majority of all the legal voters of said district present Change of site or removal of school-house.

TITLE 1.

and voting, to be ascertained by taking and recording the ayes and noes, at a special meeting called for that purpose, shall adopt a written resolution designating such new site, and describing such new site by metes and bounds.

**Sale of
former
sites and
buildings.**

§ 20. Whenever the site of a school-house shall have been changed, as herein provided, the inhabitants of a district entitled to vote, lawfully assembled at any district meeting, shall have power, by a majority of the votes of those present, to direct the sale of the former site or lot, and the buildings thereon and appurtenances or any part thereof, at such price and upon such terms as they shall deem proper; and any deed duly executed by the trustees of such district, or a majority of them, in pursuance of such direction, shall be valid and effectual to pass all the estate or interest of such school district in the premises, and when a credit shall be directed to be given upon such sale for the consideration money, or any part thereof, the trustees are hereby authorized to take in their corporate name such security by bond and mortgage, or otherwise, for the payment thereof, as they shall deem best, and shall hold the same as a corporation, and account therefor to their successors in office and to the district, in the manner they are now required by law to account for moneys received by them; and the trustees of any such district for the time being may, in their name of office, sue for and recover the moneys due and unpaid upon any security so taken by them or their predecessors.

**Validity of
deeds.**

**Security
for consid-
eration
money.**

**Recovery
of moneys
due, etc.**

**Disposi-
tion of pro-
ceeds.**

§ 21. All moneys arising from any sale made in pursuance of the last preceding section, shall be applied to the expenses incurred in procuring a new site, and in removing or erecting thereon a school-house, and improving and furnishing such site and house, and their appendages, so far as such application shall be necessary; and the surplus, if any, shall be devoted to the purchase of school apparatus and the support of the school, as the inhabitants at any annual meeting shall direct.

ARTICLE 3.

Of the qualification, election and terms of office of district officers, and of vacancies in such offices.

**Eligibility
to office.**

§ 22. No school commissioner or supervisor is eligible to the office of trustee, and no trustee can hold the office of district clerk, collector, treasurer or librarian.

§ 23. Every district officer must be a resident of his district, and qualified to vote at its meetings. No person shall be eligible to hold any school district office who can not read and write.

TITLE
Qualifica-
tions of d-
istrict off-
icers

§ 24. From one annual meeting to the next is a year within the meaning of the following provisions: The term of office of a sole trustee of a district is one year. The full term of a joint trustee is three years, but a joint trustee may be elected for one or two years, as herein provided. The term of office of all other district officers is one year. Every district officer shall hold his office, unless removed during his term of office, until his successor shall be elected or appointed.

Terms of
office.

§ 25. The terms of all officers elected at the first meeting of a newly created district shall expire on the first Tuesday of August, next thereafter.

Expiratio-
of terms
first trust-
tees.

§ 26. On the first Tuesday of August next after the erection of a district, at its first annual meeting, the electors shall determine, by resolution, whether the district shall have one or three trustees; and if they resolve to have three trustees, shall elect the three for one, two and three years, respectively, and shall designate by their votes for which term each is elected; thereafter in such district, one trustee shall be elected at each annual meeting to fill the office of the outgoing trustee. The electors of any district having three trustees, shall have power to decide by resolution, at any annual meeting, whether the district shall have a sole trustee or three trustees, and if they resolve to have a sole trustee, the trustee or trustees in office shall continue in office until their term or terms of office shall expire, and no election of a trustee shall be had in the district until the offices of such trustee or trustees shall become vacant by the expiration of their terms of office or otherwise, and thereafter but one trustee shall be elected for said district, until the electors of a district having decided to have but one trustee shall determine at an annual meeting, by a two-thirds vote of the legal voters present thereat, to have three trustees; in which case they shall, upon the adoption of such resolution, proceed to elect three trustees or such number as may be necessary to form a board of three trustees, in the same manner as provided in this section for the election of three trustees at the first annual meeting after the erection of a district; and thereafter in such district,

Number of
trustees,
how fixed

Annual
election.

Reduction
of number

Increase
number.

TITLE 7.

one trustee shall be elected for three years, at each annual meeting, to fill the office of the outgoing trustee.

Notice to persons elected.

§ 27. It shall be the duty of the district clerk, or of any person who shall act as clerk at any district meeting, when any officer shall be elected, forthwith to give the person elected notice thereof in writing; and such person shall be deemed to have accepted the office, unless, within five days after the service of such notice, he shall file his written refusal with the clerk. The presence of any such person at the meeting which elects him to office, shall be deemed a sufficient notice to him of his election.

Acceptance and refusal of office.

Office of collector or treasurer, when vacated.

§ 28. The collector or treasurer vacates his office by not executing a bond to the trustee or trustees, as hereinafter required, and the trustee or trustees may supply the vacancy.

Vacancies in office of trustee.

§ 29. In case the office of a trustee shall be vacated by his death, refusal to serve, incapacity, removal from the district, or by his being removed from the office, or in any other manner, and the vacancy be not supplied by a district meeting within one month thereafter, the school commissioner of the commissioner district, within which the school-house or principal school-house of the district is situated, may, by a writing, under his hand, appoint a competent person to fill it. If such vacancy is supplied by a district meeting, it shall be for the balance of the unexpired term; but when such vacancy is supplied by appointment by a school commissioner it shall be only until the next annual meeting of the district.

Neglect of duty or refusal to serve vacates office.

§ 30. A trustee who publicly declares that he will not accept or serve in the office of trustee, or who refuses or neglects to attend three successive meetings of the board, of which he is duly notified, without rendering a good and valid excuse therefor to the other trustees, or trustee, where there are but two, vacates his office by refusal to serve.

Vacancies in office of clerk, collector or treasurer.

§ 31. Any vacancy in the office of clerk, collector or treasurer, may be supplied by appointment under the hands of the trustee or trustees of the district, or a majority of them, and the appointees shall hold their respective offices until the next annual meeting of the district, and until others are elected and take their places.

Filing and notice of appointment.

§ 32. Every appointment to fill a vacancy shall be forthwith filed, by the commissioner or trustees making it, in the office of the district clerk, who shall immediately give notice of the appointment to the person appointed.

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§ 33. Every person chosen or appointed to a school district office, who, being duly qualified to fill the same, shall refuse to serve therein, shall forfeit five dollars; and every person so chosen or appointed, who, not having refused to accept the office, shall willfully neglect or refuse to perform any duty thereof, shall by such neglect or refusal vacate his office and shall forfeit the sum of ten dollars. These penalties are for the benefit of the school or schools of the district. But the school commissioner of the commissioner district wherein any such person resides may accept his written resignation of the office, and the filing of such resignation and acceptance in the office of the district clerk shall be a bar to the recovery of either penalty in this section mentioned; or such resignation may be made to and accepted by a district meeting.

Penalty for refusal to serve or neglect of duty.

Acceptance of resignation.

Filing of same bars recovery of penalty

ARTICLE 4.

Of the duties of the district clerk and treasurer.

§ 34. It shall be the duty of the clerk of each school district:

Duties of clerk.

1. To record the proceedings of all meetings of the voters of his district in a book to be provided for that purpose by the district, and to enter therein true copies of all reports made by the trustee or trustees to the school commissioner.

Record of proceedings and reports.

2. To give notice, in the manner prescribed by the sixth section of this title, or by the inhabitants, pursuant to such section, of the time and place of holding special district meetings called by the trustee or trustees.

Notices of meetings.

3. To affix a notice in writing of the time and place of any adjourned meeting, when the meeting shall have been adjourned for a longer time than one month, in at least five of the most public places of such district, at least five days before the time appointed for such adjourned meeting.

4. To give the like notice of every annual district meeting.

5. To give notice immediately to every person elected or appointed to office of his election or appointment; and also to report to the town clerk of the town in which the school-house of his district is situated, the names and post-office addresses of such officers, under a penalty of five dollars for neglect in each instance.

Notice to persons elected or appointed.

Report of names and addresses.

6. To notify the trustee or trustees of every resignation duly accepted by the school commissioner.

Notice of resignations.

TITLE 7.

Preservation and delivery of records.

7. To keep and preserve all records, books and papers belonging to his office and to deliver the same to his successor. For a refusal or neglect so to do, he shall forfeit fifty dollars for the benefit of the school or schools of the district, to be recovered by the trustees.

Depositing of records of dissolved districts.

8. In case his district shall be dissolved, to obey the order of the school commissioner or commissioners as to depositing the books, papers and records of his office in the town clerk's office.

Attendance at trustee meetings.

9. To attend all meetings of the board of trustees when notified, and keep a record of their proceedings in a book provided for that purpose.

Calling special meetings.

10. To call special meetings of the inhabitants whenever all the trustees of the district shall have vacated their office.

Records, etc., property of districts.

11. The records, books and papers belonging or appertaining to the office of the clerk of any school district, as in this section mentioned, are hereby declared to be the property of said school district respectively, and shall be open for inspection by any qualified voter of the district at all reasonable hours, and any such voter may make copies thereof.

Open to inspection.

Treasurer, his duties.

§ 35. The treasurer of a school district shall be the custodian of all moneys belonging to the district from whatever source derived, and it is hereby made the duty of the trustee or trustees of such district to pay to such treasurer any and all moneys that may come into his or their hands belonging to such district derived from sales of personal or real property of the district, from insurance policies, from bonds of the district issued and sold by him or them, or from any other source whatsoever. The collector of such district shall pay over to such treasurer all moneys collected by him under and by virtue of any tax list and warrant issued and delivered to him. Such treasurer is hereby authorized and empowered to demand and receive from the supervisor of the town in which such school district is situated all public money apportioned to said district. It shall be the duty of such treasurer within ten days after notice of his election to execute and deliver to the trustee or trustees of such district, his bond in such sum as shall have been fixed by a district meeting or as such trustee or trustees shall require, with at least two sureties to be approved by such trustee or trustees, conditioned to faithfully discharge the duties of his office, and to well and truly account for all moneys received by him, and to pay

Trustees to pay over moneys to treasurer.

Collector to pay over moneys.

May demand and receive public moneys.

Treasurers' bond.

TITLE 1

over any sum or sums of money remaining in his hands to his successor in office. Such bond when so executed and approved in writing by such trustee or trustees shall be filed with the district clerk. No moneys shall be paid out or disbursed by such treasurer except upon the written orders of a sole trustee, or a majority of the trustees. Such treasurer shall, whenever required by such trustee or trustees, report to him or them a detailed statement of the moneys received by him, and his disbursements, and at the annual meeting of such district he shall render a full account of all moneys received by him and from what source, and when received, and all disbursements made by him and to whom and the dates of such disbursements respectively, and the balance of moneys remaining in his hands.

Disbursements, be made.

Report of receipts and disbursements.

ARTICLE 5.

Of pupils and teachers.

§ 36. Common schools in the several school districts of this state shall be free to all persons over five and under twenty-one years of age residing in the district as hereinafter provided; but non-residents of a district, if otherwise competent, may be admitted into the school of a district, with the written consent of the trustees, or of a majority of them, upon such terms as the trustees shall prescribe; provided that if such non-resident pupils, their parents or guardians, shall be liable to be taxed for the support of said schools in the district, on account of owning property therein, the amount of any such tax paid by a non-resident pupil, his parent or guardian, during the current school year, shall be deducted from the charge for tuition.

Admission of pupils common schools

Taxation non-resident pupils.

§ 37. If a school district include a portion of an Indian reservation, whereon a school for Indian children has been established by the superintendent of public instruction, and is taught, the school of the district is not free to Indian children resident in the district or on the reservation, nor shall they be admitted to such school except by the permission of the superintendent.

Admission of Indian pupils.

§ 38. No teacher is qualified, within the meaning of this act, who does not possess an unannulled diploma granted by a state normal school, or an unrevoked and unannulled certificate of qualification given by the superintendent of public instruction, or an unexpired certificate of qualification given by the school commissioner within whose district such teacher is employed. No

Qualifications of teachers.

TITLE 7.

person shall be deemed to be qualified who is under the age of sixteen years.

Payment to
unqualified
teachers
prohibited.

§ 39. No part of the school moneys apportioned to a district can be applied or permitted to be applied to the payment of the wages of an unqualified teacher, nor can his or her wages, or any part of them, be collected by a district tax.

Penalty for
such pay-
ment.

§ 40. Any trustee who applies, or directs, or consents to the application of any such money to the payment of an unqualified teacher's wages, thereby commits a misdemeanor; and any fine imposed upon him therefor shall be for the benefit of the common schools of the district.

Teachers to
keep lists of
attendance,
etc.

§ 41. Teachers shall keep, prepare and enter in the books provided for that purpose, the school lists and accounts of attendance hereinafter mentioned, and shall be responsible for their safe-keeping and delivery to the clerk of the district at the close of their engagements or terms.

ARTICLE 6.

Of trustees, their powers and duties; and of school taxes and annual reports.

Board of
Trustees.

§ 42. The trustee or trustees of every school district, whether there is one, or are three trustees, as hereinbefore provided, shall constitute a board for each of said districts respectively, and each of said boards are hereby severally created bodies corporate.

Property to
be held as a
corporation.

§ 43. All property which is now vested in, or shall hereafter be transferred to the trustee or trustees of a district, for the use of schools in the district, shall be held by him or them as a corporation.

Sole trustee,
his
powers and
duties.

§ 44. A board consisting of a sole trustee of the district shall have all the powers, and be subject to all the duties, liabilities and penalties conferred and imposed by law upon or against a board of three trustees or any trustee or trustees, or the majority of the trustees of said board having three trustees of a district.

Powers to
be exer-
cised by
board.

§ 45. The trustee or trustees of a district compose a board, and every power committed to said trustees by this act must be exercised by the board. The board must meet for the transaction

Conclu-
sions, etc.,
of two
trustees
valid.

of business in accordance with notice of time and place. In a board composed of three trustees, when two only meet to deliberate upon any matter or matters, and the third, if notified, does not attend, or the three meet and deliberate thereon, the conclusion of two upon the matter, and their order, act or proceeding in rela-

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tion thereto, shall be as valid as though it were the conclusion, order, act or proceeding of the three; and a recital of the two in ^{Minutes thereof} their minute of the conclusion, act or proceeding, or in their ^{evidence.} order, act or proceeding of the fact of such notice, or of such meeting and deliberation, shall be conclusive evidence thereof. A ^{Meeting called by any member.} meeting of the board may be ordered by any member thereof, by giving not less than twenty-four hours' notice of the same.

§ 46. While there is one vacancy in the office of trustee, the two ^{Remaining trustees may act in case of vacancies.} trustees have all the powers and are subject to all the duties and liabilities of the three. And while there are two such vacancies, the trustee in office shall have all the power and be subject to all the duties and liabilities of the three, as though he were a sole trustee. When a vacancy or vacancies shall occur in the office ^{Special meetings for vacancies.} of trustee, the first act of the board shall be to call a special meeting of the district to supply such vacancy or vacancies.

§ 47. It shall be the duty of the trustee or trustees of every ^{Duties of trustees.} school district, and they shall have power:

1. To call special meetings of the inhabitants of such districts ^{Special meetings.} whenever they shall deem it necessary and proper.

2. To give notice of special, annual and adjourned meetings ^{Notices of meetings.} in the manner prescribed in the sixth section of this title, if there be no clerk of the district, or he be absent or incapable of acting, or shall refuse to act.

3. To make out a tax-list of every district tax voted by any such ^{Tax list.} meeting, or authorized by law, containing the names of all the taxable inhabitants residing in the district at the time of making out the list, and the amount of tax payable by each inhabitant, set opposite to his name, as directed in the seventh article of this title.

4. To annex to such tax-list a warrant, directed to the collector ^{Warrant to collector.} of the district, for the collection of the sums in such list mentioned.

5. To purchase or lease a site or sites for the district school-house or school-houses, as designated by a meeting of the district; and to build, or purchase such school-house or houses as may be so designated; and to hire rooms or buildings for such school purposes, and to keep in repair and furnish such school-house or houses, rooms or buildings with necessary fuel, furniture, ^{Purchase, lease, etc., of school-houses, etc.} school apparatus, heating apparatus and appendages, and to pay ^{Repairs and furniture.} the expense thereof by tax, but such expense shall not exceed

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fifty dollars in any one year, unless authorized by the district or by law.

Custody of property.

6. To have the custody and safe-keeping of the district school-house or houses, their sites and appurtenances.

Insurance of school-houses, apparatus, etc.

7. When thereto authorized by a meeting of the district to insure the school-house or houses, and their furniture, and the school apparatus in some company created by or under the laws of this state, and to comply with the conditions of the policy, and raise the premiums by a district tax. If the district meeting shall neglect to make such authorization, it shall be the duty of the trustee or trustees to insure such school-house or houses, and their furniture and school apparatus, and the premiums paid shall be raised by district tax.

Insurance of library.

8. To insure the school library in such a company in a sum fixed by a district meeting, and to raise the premium by a district tax, and comply with the conditions of the policy.

Employment of teachers.

9. To contract with and employ all teachers in the district school or schools, as are qualified under the provisions of this act, and to designate the number of teachers to be employed; to determine the rate of compensation to be paid to each teacher and the term of the employment of each teacher respectively, and to determine the terms of school to be held in their respective districts during each school year; but no person who is related to any trustee or trustees by blood or marriage shall be so employed, except with the approval of two-thirds of the voters of such district present and voting upon the question at an annual or special meeting of the district. Nor shall the trustees of any school district make any contract for the employment of a teacher or teachers for more than one year in advance. Nor shall any trustee or trustees, employ any teacher for a shorter time than ten weeks unless for the purpose of filling out an unexpired term of school; nor shall any teacher be dismissed in the course of a term of employment, except for reasons which, if appealed to the superintendent of public instruction, shall be held to be sufficient cause for such dismissal. Any failure on the part of a teacher to complete an agreement to teach a term of school without good reason therefor, shall be deemed sufficient ground for the revocation of the teacher's certificate. Any person employed in disregard of the foregoing provisions shall have no claim for wages against the district, but may enforce the specific contract made against

Term of employment.

Dismissal of teachers.

Revocation of certificates.

Claim for wages.

the trustee or trustees consenting to such employment as individuals.

10. All trustees of school districts who shall employ any teacher to teach in any of said districts shall, at the time of such employment, make and deliver to such teacher, or cause to be made and delivered, a memorandum in writing, signed by said trustee or trustees, or by some person duly authorized by said trustee or trustees to represent him or them in the premises, in which the details of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation and the time or times when such compensation shall be due and payable shall be clearly and definitely set forth.

Memorandum of employment of teachers.

The pay of any teacher employed in any of the school districts of this state shall be due and payable at least as often as at the end of each calendar month of the term of employment.

Pay of teachers when due.

11. To establish rules for the government and discipline of the schools in their respective districts; and to prescribe the course of studies to be pursued in such schools. Provision shall be made for instructing pupils in all schools supported by public money, or under state control, in physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

Rules

Instruction of pupils in physiology and hygiene.

12. To pay, towards the wages of such teachers as are qualified, the public moneys apportioned to the district legally applicable thereto, by giving them orders therefor on the supervisor, or on the collector or treasurer of such district when duly qualified to receive and disburse the same, and to collect, as herein provided, the residue of such wages by direct tax. But no trustee shall issue any order or draw a draft upon a supervisor, collector or treasurer for any money unless there shall be at the time a sufficient amount of money in the hands of such supervisor, collector or treasurer belonging to the district, to meet such order or draft, and a violation of this provision by any trustee shall be a misdemeanor and punishable as such. If, at the time of the employment of a qualified teacher for a term of school, there shall be no public moneys in the hands of the supervisor, collector or treasurer applicable to the payment of teacher's wages, or if there shall not be a sufficient amount in the hands of either or all such officers to enable the trustee or trustees to pay the teachers' wages as

Payment of teachers' wages.

Order for money, when not to issue.

Misdemeanor.

District tax for teachers' wages.

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they fall due, and the district meeting has failed or neglected to authorize a tax to pay the same, the trustee or trustees of such school district are hereby authorized and empowered, and it shall be their duty, to collect by district tax an amount sufficient to pay the wages of such teacher for such term, but not to exceed four months in advance.

Division of public moneys for each term.

13. To divide such public moneys apportioned to the district, whenever authorized by a vote of their district into two or more portions for each year; to assign and apply one of such portions to each term during which a school shall be kept in such district.

Collection of residue of wages by tax.

for the payment of teachers' wages during such term; and to collect the residue of such wages not paid by the proportion of public money allotted for that purpose, by district tax as herein provided.

Drawing of moneys.

14. To draw upon the supervisor, the collector or treasurer, when duly qualified to receive and disburse the same, for the school and library moneys, by written orders signed by the sole trustee, or where there are three trustees, signed by a majority of said trustees as prescribed by subdivisions one and two of section four of title three of this act.

Tax for balance of wages.

15. After having paid toward the wages of such teachers as are qualified, the public moneys of the district legally applicable thereto, by giving them orders on the supervisor, collector or treasurer therefor, to collect the residue of such wages by a district tax, or, if the same shall have been already collected, to give such teacher an order on the collector or treasurer for the balance of his or her wages still remaining unpaid. But it shall be a misdemeanor, and punishable as such, for a trustee or trustees to give an order upon the collector or treasurer unless there shall be in the hands of said collector or treasurer, at the time, sufficient money belonging to the district to meet the same.

Orders on collector and treasurer.

When forbidden.

Water-closets.

§ 48. The trustee or trustees in the several school districts shall provide suitable and convenient water-closets or privies for each of the schools under their charge, at least, two in number, which shall be entirely separated each from the other, and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height. It shall be the duty of the trustee or trustees aforesaid to keep the same in a clean and wholesome condition, and a

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failure to comply with the foregoing provisions of this section on the part of such trustee or trustees, shall be sufficient ground for his or their removal from office, and for withholding from the district any share of the public moneys of the state. Any expense incurred by such trustee or trustees in carrying out the requirements of this act shall be a charge upon the district, when such expense shall have been approved by the school commissioner of the district within which the school district is located, and a tax may be levied therefor without a vote of the district. Expense and tax therefor.

§ 49. All school buildings situated in the school districts of the state, other than in the cities of New York and Brooklyn, which are more than two stories high, shall have properly constructed stairways on the outside thereof, with suitable doorways leading thereto, from each story above the first, for use in case of fire. Such stairways shall be kept in good order and free from obstruction. It shall be the duty of the trustee or trustees having charge of said school buildings in school districts to cause such stairways to be constructed and maintained, and the reasonable and proper cost thereof, shall, in each case, be a legal charge upon the district, and shall be raised by tax, as other moneys are raised for school purposes. Stairways on outside of buildings. Trustees to cause same to be constructed, etc.

§ 50. The trustee or trustees of each school district shall keep each of the school-houses under his or their charge, and its furniture, school apparatus and appendages, in necessary and proper repair, and make the same reasonably comfortable for use, but not at an expense of exceeding fifty dollars in any one year, except by a vote of the district. Said trustee or trustees shall also expend a sum not exceeding fifty dollars, in the erection of necessary outbuildings, when the district is wholly unprovided with such buildings, upon the direction of the school commissioner in whose district such school-house is situated, or of the superintendent of public instruction. Said trustee or trustees shall also make any repairs and abate any nuisances, pursuant to the direction of the school commissioner as hereinbefore provided, and shall provide fuel, stoves or other heating apparatus, pails, brooms and other implements necessary to keep the school-house or houses and the school-room or rooms clean, and make them reasonably comfortable for use, when no provision has been made therefor by a vote of the district, or the sum voted by the district for said purposes shall have proved insufficient. Said trustee or trustees shall also pro- Repairs to school-houses and apparatus. Outbuildings. Nuisances. Fuel, etc. Cleaning rooms

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Janitor's work.	vide for building fires and cleaning the school-room or rooms, and for janitor work generally in and about the school-house or houses, and pay for such service such reasonable sum as may be agreed upon therefor. They shall provide the bound blank-books
Account books.	for the entering of their accounts and the keeping of the school-
Dictiona- ries, school apparatus, etc.	lists, the records of the district and the proceedings of district and trustee meetings, and they may expend in the purchase of dictionary, maps, globes or other school apparatus, a sum not exceeding twenty-five dollars in any one year. Whenever it shall be
Temporary or branch school- rooms.	necessary for the due accommodation of the children of the district, by reason of any considerable number of said children residing in portions of said districts remote from the school-house in said district, thereby rendering it difficult for them in inclement weather and in winter to attend school at such school-house, or by reason of the room or rooms in said school-house being overcrowded, or for any other sufficient reason the due accommodation of said children can not be made in said school-house, they shall establish temporary or branch school or schools in such place or places in said district as shall best accommodate such children, and hire any room or rooms for the keeping of said temporary or branch school or schools, and fit up and furnish said room or rooms in a suitable manner for conducting such school or schools therein.
District charges.	Any expenditure made or liability incurred in pursuance of this section shall be a charge upon the district.
May raise any legal sum by tax.	§ 51. When trustees are required or authorized by law, or by a vote of their district, to incur any expense for such district, and when any expenses incurred by them are made, by express provision of law, a charge upon such district, they may raise the amount thereof by tax in the same manner as if the definite sum to be raised had been voted by a district meeting.
Use of school- house by others.	§ 52. The trustees, or any one of them, if not forbidden by another, may freely permit the school-house, when not in use for the district school, to be used by persons assembling therein for the purpose of giving and receiving instruction in any branch of education or learning, or in the science or practice of music.
Account books to be kept.	§ 53. They shall procure two bound blank books for the district and, when necessary, others in their places. In one of them, at or before each annual district meeting, they shall enter at large and sign a statement of all movable property belonging to the district, and their accounts of all moneys received or drawn for or

TITLE 1.

paid by them, and they shall deliver this book to their successors, in the other, the teachers shall enter the names of the pupils attending school, their ages, the names of the persons who send them, and the number of days each pupil attends; and, also, the facts and the dates of each inspection of the school by the school commissioner or other official visitor, and any other facts, and in such form as the superintendent of public instruction shall require; and each teacher shall, by his oath or affirmation, verify his entries in such book, and the entries shall constitute the school lists from which the average daily attendance shall be determined; and such oath or affirmation may be taken by the district clerk, but without charge. Until the teacher shall have so made and verified such entries, the trustees shall not draw on the supervisor, collector or treasurer for any portion of his or her wages.

Teachers' records.

Verification of entries.

Withholding of pay.

§ 54. If any portion of the moneys apportioned to the district shall not be paid by the supervisor, the collector or treasurer, upon the due requirement of the trustees, they shall forthwith notify the treasurer of the county, and the superintendent of public instruction, of the fact.

Notification of moneys withheld.

§ 55. The trustees shall, once in each year, render to the district, at its annual district meeting, a just, full and true account in writing, under their hands, of all moneys received by them respectively for the use of the district, or raised or collected by taxes, the preceding year, and of the manner in which the same shall have been expended, and showing to which of them an unexpended balance, or any part thereof, is chargeable; and of all drafts or orders made by them upon the supervisor, collector, treasurer or other custodian of moneys of the district; and a full statement of all appeals, actions or suits and proceedings brought by or against them, and of every special matter touching the condition of the district.

Annual report to districts.

§ 56. An outgoing trustee shall forthwith pay, to his successor or any other trustees of the district in office, all unexpended moneys in his hands belonging to the district.

Payment of balances to successors.

§ 57. By a willful neglect or refusal to render such account, a trustee also forfeits any unexpired term of his office, and becomes liable to the trustees for any district moneys in his hands.

Neglect or refusal to account.

§ 58. The trustees in office shall sue for and recover any district moneys in the hands of any former trustee, or of his personal representatives, and apply them to the use of the district.

Suing of former trustees.

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Annual
report to
commis-
sioner.

Items of
report.

Whole time
school has
been kept,
etc.

Amount of
drafts for
payments.

Attend-
ance of
children.

Number of
children,
names of
parents,
etc.

Vaccina-
tion.

Amount of
payments
and taxes.

Children
included in
reports.

§ 59. The trustees of each school district shall, on the first day of August in each year, make to the school commissioner a report in writing for the year ending on July thirty-first preceding. In every case the trustee or trustees shall sign and certify to said report and deliver it to the clerk of the town in which the school-house of the district is situated; and every such report shall certify:

1. The whole time any school has been kept in their district during the year ending on the day previous to the date of such report, and distinguishing what portion of the time such school has been kept by qualified teachers, and the whole number of days, including holidays, in which the school was taught by qualified teachers.

2. The amount of their drafts upon the supervisor, collector or treasurer for the payment of teachers' wages during such year, and the amount of their drafts upon him for the purchase of books and school apparatus during such year, and the manner in which such moneys have been expended.

3. The number of children taught in the district school or schools during such year by qualified teachers, and the sum of the days' attendance of all such children upon the school.

4. The number of children residing in the district on the thirtieth day of June previous to the making of such report, and the names of the parents or other persons with whom such children did respectively reside, and the number of children residing with each.

5. The number of vaccinated and unvaccinated children of school age in their respective districts.

6. The amount of money paid for teachers' wages, in addition to the public money paid therefor, the amount of taxes levied in said district for purchasing school-house sites, for building, hiring, purchasing, repairing and insuring school-houses, for fuel, for school libraries, or for any other purpose allowed by law, and such other information in relation to the schools and the district as the superintendent of public instruction may, from time to time, require.

§ 60. The annual reports of trustees of school districts, of children residing in their district, shall include all over five and under twenty-one years of age, who shall have been, on the thirtieth day of June last preceding the date of such report, actually in the district, comprising a part of the family of their parents or

guardians or employers, if such parents, guardians or employers resided at the time in such district, although such residence was temporary; but such report shall not include children belonging to the family of any person who shall be an inhabitant of any other district in this state, in which such children may by law be included in the report of its trustees; nor any children who are supported at a county poor-house or an orphan asylum; nor any Indian children residing on reservations where schools provided by law for their education are taught.

§ 61. Where a school district lies in two or more counties, its trustees shall make such an annual report for each part of it lying in a different county, and file each in the office of the clerk of the town in which the part of the district to which it especially relates lies; and such report shall be in the form and contain all such special matters as the superintendent of public instruction shall from time to time prescribe.

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Of the assessment of district taxes, and the collection of such taxes; and of the collector, his powers, duties and liabilities.

§ 62. Within thirty days after a tax shall have been voted by a district meeting, the trustees shall assess it, and make out the tax-list therefor, and annex thereto their warrant for its collection. But they may at the same time assess two or more taxes so voted, and any tax or taxes they are authorized to raise without such vote, and make out one tax-list and one warrant for the collection of the whole. They shall also prefix to their tax-list a heading showing for what purpose the different items of the tax are levied.

§ 63. School district taxes shall be apportioned by the trustees upon all real estate within the boundaries of the district which shall not be by law exempt from taxation, except as hereinafter provided, and such property shall be assessed to the person or persons, or corporation owning or possessing the same at the time such tax-list shall be made out, but land lying in one body and occupied by the same person, either as owner or agent for the same principal, or as tenant under the same landlord, if assessed as one lot on the last assessment-roll of the town after revision by the assessors, shall, though situated partly in two or more school districts, be taxable in that one of them in

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Non-resident lands.

which such occupant resides. This rule shall not apply to land owned by non-residents of the district, and which shall not be occupied by an agent, servant or tenant residing in the district. Such unoccupied real estate shall be assessed as non-resident, and a description thereof shall be entered in the tax list. The trustees shall also apportion the district taxes upon all persons residing in the district, and upon all corporations liable to taxation therein, for the personal estate owned by them and liable to taxation. They shall also apportion the same upon non-resident stockholders in banks or banking associations situated in their districts for the amount of stock owned by them therein, and upon individual bankers doing business in their district in accordance with the provisions of chapter four hundred and nine of the laws of eighteen hundred and eighty-two, as amended by sections two, three and four of chapter seven hundred and fourteen of the laws of eighteen hundred and ninety-two.

Personal estate.

Bank stock.

Valuations of taxable property.

§ 64. The valuations of taxable property shall be ascertained, so far as possible, from the last assessment-roll of the town, after revision by the assessors; and no person shall be entitled to any reduction in the valuation of such property, as so ascertained, unless he shall give notice of his claim to such reduction in writing to the trustees of the district before the tax list shall be made out.

Reduction of valuation.

§ 65. Where such reduction shall be duly claimed and where the valuation of taxable property can not be ascertained from the last assessment-roll of the town, or where the valuation of such property shall have increased or diminished, since the last assessment-roll of the town, or an error, mistake or omission on the part of the town assessors shall have been made in the description or valuation of taxable property, the trustees shall ascertain the true value of the property to be taxed from the best evidence in their power, giving notice to the persons interested, and proceeding in the same manner as the town assessors are required by law to proceed in the valuation of taxable property, the hearing of grievances, and the revision of the town assessment-roll.

Equalisation of valuations in joint districts.

§ 66. When a district embraces parts of more than one town, it shall be the duty of the supervisors of such towns so in part embraced and they are hereby directed, upon receiving

a written notice from the trustee or trustees of such district, or from three or more persons liable to pay taxes upon real estate therein, to meet at a time and place to be named in such notice, which time shall not be less than five or more than ten days from the service thereof, and a place within the bounds of the towns so in part embraced, and proceed to inquire and determine whether the valuation of real property upon the several assessment-rolls of said towns are substantially just, as compared with each other, so far as said districts are concerned, and if ascertained not to be so, they shall determine the relative proportion of taxes that ought to be assessed upon the real property of the parts of such district lying in different towns, and the trustees of such district shall thereupon assess the proportion of any tax thereafter to be raised, according to the determination of such supervisors, until new assessment-rolls of the town shall be perfected and filed, using the assessment-rolls of the several towns to distribute the said proportion among the persons liable to be assessed for the same. In cases when such supervisors shall be unable to agree, they shall summon a supervisor from some adjoining town, who shall unite in such inquiring, and the finding of a majority shall be the determination of such meeting. Such supervisors shall receive for their services three dollars per day for each day actually employed which shall be a town charge upon their respective towns.

Duty of supervisor

Assessment of tax thereafter

Provision in case of non-agreement.

Compensation of supervisors.

§ 67. Any person working land under a contract for a share of the produce of such land, shall be deemed the possessor, so far as to render him liable to taxation therefor, in the district where such land is situate, and any person in possession of real property under a contract for the purchase thereof shall be liable to taxation therefor in the district where such real property is situate.

Persons working land on shares or in possession by contract.

§ 68. Every person owning or holding any real property within any school district, who shall improve and occupy the same by his agent or servant, shall, in respect to the liability of such property to taxation, be considered a taxable inhabitant of such district, in the same manner as if he actually resided therein.

Non-residents having agents, etc., on land.

§ 69. Where any district tax, for the purpose of purchasing a site for a school-house, or for purchasing or building, keeping in repair, or furnishing such school-house with necessary fuel and

Tenants paying tax

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appendages, shall be lawfully assessed, and paid by any person on account of any real property whereof he is only a tenant at will or for three years, or for a less period of time, such tenant may charge the owner of such real estate with the amount of the tax so paid by him, unless some agreement to the contrary shall have been made by such tenant.

Exemption
of certain
persons
from taxa-
tion for
school-
houses.

§ 70. Every taxable inhabitant of a district who shall have been, within four years, set off from any other district, without his consent, and shall within that period, have actually paid in such other district, under a lawful assessment therein, a district tax for building a school-house, shall be exempted by the trustees of the district where he shall reside, from the payment of any tax for building a school-house therein.

Taxes on
non-real-
dent lands.

§ 71. When any real estate within a district so liable to taxation shall not be occupied and improved by the owner, his servant or agent, and shall not be possessed by any tenant, the trustees of any district, at the time of making out any tax-list by which any tax shall be imposed thereon, shall make and insert in such tax-list a statement and description of every such lot, piece or parcel of land so owned by non-residents therein, in the same manner as required by law from town assessors in making out the assessment-roll of their towns; and if any such lot is known to belong to an incorporated company liable to taxation in such district, the name of such company shall be specified, and the value of such lot or piece of land shall be set down opposite to such description, which value shall be the same that was affixed to such lot or piece of land in the last assessment-roll of the town; and if the same was not separately valued in such roll, then it shall be valued in proportion to the valuation which was affixed in the said assessment-roll to the whole tract of which such lot or piece shall be part.

Incorpo-
rated com-
panies, etc.

Return of
unpaid
taxes by
collector.

§ 72. If any tax on real estate placed upon the tax-list and duly delivered to the collector, or the taxes upon non-resident stockholders in banking associations organized under the laws of congress, shall be unpaid at the time the collector is required by law to return his warrant, he shall deliver to the trustees of the district an account of the taxes remaining due, containing a description of the lands upon which such taxes were unpaid as the same were placed upon the tax-list, together with the amount of the tax so assessed, and upon making oath before any justice

of the peace or judge of court of record, notary public or any other officer authorized to administer oaths, that the taxes mentioned in any such account remain unpaid, and that, after diligent efforts, he has been unable to collect the same, he shall be credited by said trustees with the amount thereof.

§ 73. Upon receiving any such account from the collector, the trustees shall compare it with the original tax-list, and, if they find it to be a true transcript, they shall add to such account their certificate, to the effect that they have compared it with the original tax-list and found it to be correct, and shall immediately transmit the account, affidavit and certificate to the treasurer of the county.

Certification and transmission thereof to county treasurer.

* § 74. Out of any moneys in the county treasury, raised for contingent expenses, or for the purpose of paying the amount of the taxes so returned unpaid, the treasurer shall pay to the collector the amount of the taxes so returned as unpaid, with five per centum in addition thereto, for compensation of such collector, and if there are no moneys in the treasury applicable to such purpose, the board of supervisors, at the time of levying said unpaid taxes, as provided in the next section, shall pay to the collector of the school district the amount thereof by voucher or draft on the county treasurer, in the same manner as other county charges are paid, and the collector shall be again charged therewith by the trustees.

Amount of unpaid taxes to be paid collector.

§ 75. Such account, affidavit and certificate shall be laid by the county treasurer before the board of supervisors of the county, who shall cause the amount of such unpaid taxes, with seven per cent of the amount in addition thereto, to be levied upon the lands on which the same were imposed; and if imposed upon the lands of any incorporated company, then upon such company; and when collected the same shall be returned to the county treasurer to reimburse the amount so advanced, with the expenses of collection; and if imposed upon the stock of a non-resident stockholder in a banking association organized under the laws of congress, then the same, with seven per cent of the amount in addition thereto, shall be a lien upon any dividends thereafter declared upon such stock, and, upon notice by the board of supervisors to the president and directors of such bank of such charge upon such stock, the president and directors shall thereafter withhold the amount so stated from any future dividends upon such stock, and shall pay the same to the collector of the town duly authorized to receive the same.

Collection of unpaid taxes.

TITLE 7.

Payment
before levy
of tax.

* § 76. Any person whose lands are included in any such account may pay the tax assessed thereon with five per centum added thereto to the county treasurer, at any time before the board of supervisors shall have directed the same to be levied.

Proceeding
for collec-
tion of
unpaid
taxes.

§ 77. The same proceedings in all respects shall be had for the collection of the amount so directed to be raised by the board of supervisors as are provided by law in relation to the county taxes; and, upon a similar account, as in the case of county taxes of the arrears thereof uncollected, being transmitted by the county treasurer to the comptroller, the same shall be paid on his warrant to the treasurer of the county advancing the same; and the amount so assumed by the state shall be collected for its benefit, in the manner prescribed by law in respect to the arrears of county taxes upon land of non-residents; or if any part of the amount so assumed consisted of a tax upon any incorporated company, the same proceedings may also be had for the collection thereof as provided by law in respect to the county taxes assessed upon such company.

Warrant
for collec-
tion of tax.

§ 78. The warrant for the collection of a district tax shall be under the hands of the trustees, or a majority of them, with or without their seals; and it shall have the like force and effect as a warrant issued by a board of supervisors to a collector of taxes in the town; and the collector to whom it may be delivered for collection shall be thereby authorized and required to collect from every person in such tax-list named the sum set opposite to his name, or the amount due from any person or persons specified therein, in the same manner that collectors are authorized to collect town and county taxes.

Delivery to
collector.

§ 79. A warrant for the collection of a tax voted by the district shall not be delivered to the collector until the thirty-first day after the tax was voted. A warrant for the collection of any tax not so voted may be delivered to the collector whenever the same is completed.

Collector's
bond.

§ 80. Within such time, not less than ten days, as the trustees shall allow him for the purpose, the collector, before receiving the first warrant for the collection of money, shall execute a bond to the trustees, with one or more sureties, to be approved by a majority of the trustees, in such amount as the district meeting shall have fixed, or if such meeting shall not have fixed the amount, then in such amount as the trustees shall deem reason-

TITLE 2.

able, conditioned for the due and faithful execution of the duties of his office. The trustees, upon receiving said bond, shall, if they approve thereof, indorse their approval thereon, and forthwith deliver the same to the town clerk of the town in which said collector resides, and said clerk shall file the same in his office, and enter in a book to be kept by him for that purpose, a memorandum, showing the date of said bond, the names of the parties and sureties thereto, the amount of the penalty thereof, and the date and time of filing the same, and said town clerk is authorized to receive as a fee for such filing and memorandum the sum of twenty-five cents, which sum is hereby made a charge against the school district interested in said bond; and in case the trustees of any school district, other than those within the limits of any city or incorporated village, shall deem it for the best interests of the district or the public to have the collector of such district disburse to teachers the money apportioned by the state for teachers' wages, they shall so direct, by resolution to be entered upon the minutes of their proceedings, and thereupon the said collector, before receiving any such money for such purpose, shall execute a bond to the trustees, with two or more sureties, in double the amount of the last apportionment, with like condition of sureties, approval of trustees, and amount and like directions as to filing as are required above for a bond for the collection of taxes, and conditioned also for the due and faithful execution of the duties of his office as such disbursing agent. In districts in which a treasurer shall be elected as hereinbefore provided in this title, the collector shall not receive or disburse any of the money apportioned by the state for teachers' wages, but the same shall be paid by the supervisor to such treasurer as hereinbefore provided.

Approval
and filing
thereof.

Disburse-
ment of
state school
moneys.

Collectors'
bond to
trustees.

Disburse-
ment of
money in
districts
having
treasurers.

§ 81. The collector, on the receipt of a warrant for the collection of taxes, shall give notice to the taxpayers of the district by publicly posting written or printed, or partly written and partly printed notices in at least three public places in such district, one of which shall be on the outside of the front door of the school-house, stating that he has received such warrant and will receive all such taxes as may be voluntarily paid to him within two weeks from the time of posting said notice. Such collector shall also give a like notice, either personally or by mail, at least ten days previous to the expiration of the two

Notice of
receiving
taxes.

TITLE 1.

Notice to
railroad
companies
and non-
resident
taxpayers.

weeks aforesaid, to the ticket agent at the nearest station of any railroad corporation assessed for taxes upon the tax list delivered to him with the aforesaid warrant, and where the amount of the tax is one dollar or more the collector shall also give a like notice to all non-resident taxpayers on said list whose residence or post-office address may be known to such collector, or which may be ascertained by him upon inquiry of the trustees and clerk of his district, and no school collector shall be entitled to recover from any railroad corporation or non-resident taxpayer more than one per cent fees on the taxes assessed against such corporation or non-resident, unless such notice shall have been given as aforesaid; and in case the whole amount of taxes shall not be so paid in the collector shall forthwith proceed to collect the same. He shall receive for his services, on all sums paid in as aforesaid, one per cent, and upon all sums collected by him, after the expiration of the time mentioned, five per cent, except as hereinbefore provided; and in case a levy and sale shall be necessarily made by such collector, he shall be entitled to traveling fees, at the rate of ten cents per mile, to be computed from the school-house in such district.

Collectors' fees.

Warrant may be executed in another town, etc

§ 82. Any collector to whom any tax-list and warrant may be delivered for collection may execute the same in any other district or town in the same county, or in any other county where the district is a joint district and composed of territory from adjoining counties, in the same manner and with the like authority as in the district in which the trustees issuing the said warrant may reside, and for the benefit of which said tax is intended to be collected; and the bail or sureties of any collector, given for the faithful performance of his official duties, are hereby declared and made liable for any moneys received or collected on any such tax-list and warrant.

Liability of sureties.

Renewal of warrants.

§ 83. If the sum or sums of money, payable by any person or persons named in such tax-list, shall not be paid by him or them or collected by such warrant within the time therein limited, it shall and may be lawful for the trustees to renew such warrant in respect to such delinquent person or persons; and whenever more than one renewal of a warrant for the collection of any tax-list may become necessary in any district, the trustees may make such further renewal or renewals, with the written approval of the

supervisor of any town in which a school-house of said district shall be located, to be indorsed upon such warrant.

§ 84. Whenever the trustees of any school district shall discover any error in a tax-list made out by them, they may, with the approval and consent of the superintendent of public instruction, after refunding any amount that may have been improperly collected on such tax-list, if the same shall be required by him, amend and correct such tax-list, as directed by the superintendent, in conformity to law. Amendment or correction of tax-lists

§ 85. Whenever any sum or sums of money payable by any person or persons named in such tax-list, shall not be paid by such person or persons, or collected by such warrant within the time therein limited, or the time limited by any renewal of such warrant; or in case the property assessed be real estate belonging to an incorporated company, and no goods or chattels can be found whereon to levy the tax, the trustee or trustees may sue for and recover the same in their name of office. Suits for recovery of taxes.

§ 86. The collector shall keep in his possession all moneys received or collected by him by virtue of any warrant, or received by him from the county treasurer or board of supervisors for taxes returned as unpaid, or moneys apportioned by the state or raised by direct taxation for teachers' wages or library, to be by him paid out upon the written order of a majority of the trustees; said collector, when a treasurer shall have been elected in his district, shall pay over the moneys collected by him by virtue of his warrant, to said treasurer as hereinbefore provided in this title; and he shall report in writing, at the annual meeting, all his collections, receipts and disbursements, and shall report to the supervisor on or before the first Tuesday of March in each year the amounts of school moneys in his hands not paid out on trustees' orders, and shall pay over to his successor in office, when he has duly qualified and given bail, all moneys in his hands belonging to the district. Custody of moneys. Payment over of moneys to treasurer. Reports of receipts and disbursements.

§ 87. If by the neglect of any collector any moneys shall be lost to any school district, which might have been collected within the time limited in the warrant delivered to him for their collection, he shall forfeit to such district the amount of the moneys thus lost, and shall account for and pay over the same to the trustees of such district, in the same manner as if they had been collected. Payment over of moneys to successor. Collector to make up loss.

TITLE 2.

Recovery
of money
on collec-
tors' bond,
etc.

§ 88. For the recovery of all such forfeitures, and of all balances, in the hands of the collector, which he shall have neglected or refused to pay to his successor, or to the treasurer of such district, the trustees, in their name of office, shall have their remedy upon the official bond of the collector, or any action and any remedy given by law; and they shall apply all such moneys, when recovered, in the same manner as if paid without suit.

Delivery
and filing of
tax-list and
warrant.

§ 89. Within fifteen days after any tax-list and warrant shall have been returned by a collector to the trustees of any school district, the trustees shall deliver the same to the town clerk of the town in which the collector resides, and said town clerk shall file the same in his office.

TITLE VIII.

Union Free Schools, how Established, who are Voters at Meetings and their Powers; Election and Terms of Office of Members of Board of Education, and Powers of such Board.

ARTICLE 1.

Of the proceedings for the establishment of union free schools, powers of voters at meetings; classification of terms of office and election of members of boards of education; certified copies of proceedings of meetings to be filed; board of education to elect a president and appoint a treasurer and collector.

Call for a
special
meeting to
form dis-
trict.

Section 1. Whenever fifteen persons entitled to vote at any meeting of the inhabitants of any school district in the state, shall sign a call for a meeting, to be held for the purpose of determining whether a union free school shall be established therein in conformity with the provisions of this title, it shall be the duty of the trustees of such district, within ten days after such call shall have been presented to them, to give public notice that a meeting of the inhabitants of such district, entitled to vote thereat, will be held for such purpose as aforesaid, at the school-house, or other more suitable place, in such district, on a day and at an hour in such notice to be specified, not less than twenty nor more than thirty days after the publication of such notice.

Notice of
meeting.

Superin-
tendent
may order
meeting.

If the trustees shall refuse to give such notice, or shall neglect to give the same for twenty days, the superintendent of public instruction may authorize and direct any inhabitant of said district to give the same. The qualifications of the inhabitants, entitled to vote at such meeting, shall be sufficiently set forth in the notice aforesaid.

Qualifica-
tions of
voters.

TITLE 8

§ 2. Whenever such district shall correspond wholly or in part with an incorporated village, in which there shall be published a daily or weekly newspaper, the notice aforesaid shall be given by posting at least five copies thereof, severally, in various conspicuous places in said district, at least twenty days prior to such meeting, and by causing the same to be published once a week for three consecutive weeks before such meeting, in all the newspapers published in said district. In other districts the said notice shall be given by posting the same as aforesaid, and in addition thereto, the trustees of such district shall authorize and require any taxable inhabitant of the same, to notify every other inhabitant (qualified to vote as aforesaid), of such meeting, to be called as aforesaid, who shall give such notification by reading said notice in his or her hearing, or in case of his or her absence from home, by leaving a copy thereof, or so much thereof as relates to the time, place and object of the meeting, at the place of his or her abode at least twenty days prior to the time of such meeting; but the proceedings of any meeting held pursuant to sections one and two of this title, shall not be held illegal for want of a due notice to all the persons qualified to vote thereat; unless it shall appear that the omission to give such notice was willful and fraudulent.

Notices,
how given
in village
districts.

In other
districts.

Legality
proceed-
ings.

§ 3. The reasonable expense of such notices, and of their publication and service, shall be chargeable upon the district, in case a union free school is established by the meeting so convened, to be levied and collected by the trustees, as in case of taxes now levied for school purposes; but in the event that such union free school shall not be established, then the said expense shall be chargeable upon the inhabitants signing the call, jointly and severally, to be sued for, if necessary, in any court having jurisdiction of the same.

Expense
notices at
publica-
tion.

§ 4. Whenever fifteen persons, entitled as aforesaid, from each of two or more adjoining districts, shall unite in a call for a meeting of the inhabitants of such districts, to determine whether such districts shall be consolidated by the establishment of a union free school therefor and therein, it shall be the duty of the trustees of such districts, or a majority of them, to give like public notice of such meeting, at some convenient place within such districts and as central as may be, within the time, and to be published and served in the manner set forth in the first and second

Meeting of
two or
more dis-
tricts.

Notice
thereof.

TITLE 2.

Expenses. sections of this title, in each of such districts. The reasonable expenses of preparing, publishing and serving such notices shall be chargeable upon the union free school district, and be collected by tax, if a union free school shall be established pursuant to such call, but otherwise the signers of the call shall be jointly and severally liable for such expenses. The superintendent of public instruction may order such meeting under the conditions and in the manner prescribed in the first section of this title.

Superintendent may order meeting. § 5. Any such meeting held pursuant to the foregoing provisions shall be organized by the election of a chairman and secretary, and may be adjourned from time to time, by a majority vote, provided that such adjournment shall not be for a longer period than ten days; and whenever at any such meeting duly called and held under the provisions of sections one and two of this title at least fifteen qualified voters of the district shall be present, or at such meeting duly called and held under the provisions of section four of this title, at least fifteen qualified voters of each of the two or more adjoining districts joining in the call, shall be present, such meeting may, by the affirmative vote of a majority present and voting, adopt a resolution to establish a union free school in said district, or to consolidate the two or more adjoining districts by establishing a union free school in said districts pursuant to the notice of said meeting.

Proceedings of meeting to form union free school district. If said meeting shall determine to establish a union free school in said district or districts as aforesaid, it shall be lawful for such meeting thereafter to proceed to the election by ballot, of not less than three nor more than nine trustees, who shall, by the order of such meeting, be divided into three several classes, the first to hold until one, the second until two, and the third until three years from the first Tuesday of August next following, except as in the next section provided. Thereafter there shall be elected in all union free school districts whose limits do not correspond with those of an incorporated village or city, at the annual meeting of said districts, trustees of said districts, to supply the places of those whose terms of office, by the classification aforesaid, are about to expire. The trustees, so as aforesaid elected, shall enter at once upon their offices, and the office of any existing trustee or trustees in such district or districts, before the establishment of a union free school therein, shall cease, except for the purposes stated in section twelve of

Election of trustees.

Terms of trustees.

TITLE 8

title six of this act. Neither a school commissioner nor a supervisor is eligible to be a member of any board of education, and the acceptance of either of said offices by a member of said board vacates his office as such member. The said trustees and their successors in office shall constitute the board of education of and for the union free school district for which they are elected, and the designation of such district as union free school district number of the town of shall be made by the school commissioner having jurisdiction of the district; and the said board shall have the name and style of the board of education of (adding the designation aforesaid); copies of said call, minutes of said meeting or meetings, duly certified by the chairman and secretary thereof, shall be by them, or either of them, transmitted and deposited, one to and with the town clerk, one to and with the school commissioner in whose jurisdiction said districts are located, and one to and with the superintendent of public instruction; but when at any such meeting, the question as to the establishment of a union free school shall not be decided in the affirmative, as aforesaid, then all further proceedings at such meeting, except a motion to reconsider or adjourn, shall be dispensed with, and no such meeting shall be again called within one year thereafter. And when any such meeting shall have established a union free school in said district or districts, such union free school district shall not be dissolved within the period of one year from the first Tuesday of August next after such meeting.

Board of education.

Designation of district.

Proceedings, how certified and deposited.

Effect of negative action.

Dissolution of district, restricted.

§ 6. Whenever said board of education shall be constituted for any district or districts whose limits correspond with those of any incorporated village or city, the trustees so elected shall, by the order of such meeting, be divided into three several classes: The first class to serve until one; the second, until two; and the third, until three years after the day of the next charter election in such village or city, and their regular term of service shall be computed from the several days of such charter elections. And thereafter, there shall be annually elected in such villages and cities, at the charter elections, by separate ballot, to be indorsed "school trustee," in the same manner as the charter officers thereof, trustees of the said union free schools, to supply the places of those whose terms by the classification aforesaid are about to expire.

Trustees of districts same as city or village, terms of.

Annual election.

TITLE 6

Board a corporation.

President.

Clerk of district, election of, etc.

Appointment of clerk.

Treasurer and collector.

Bonds of treasurers and collectors.

Vacancies.

Qualifications of voters.

§ 7. The said boards of education are hereby severally created bodies corporate, and each shall, at its first meeting, and at each annual meeting thereafter, elect one of their number president.

In every union free school district other than such whose limits correspond with those of an incorporated city or village, the qualified voters of such district, at each annual meeting shall elect a clerk of said district, who shall also act as clerk of the board of education of such district. Such clerk shall be elected by ballot, and must receive a majority of the votes of the qualified voters of the district present and voting. Such clerk must be a qualified voter in said district, and a person other than a trustee, or a teacher employed in said district. He shall perform all the clerical and other duties pertaining to his office, and for his services he shall be entitled to receive such compensation as shall be fixed at such meeting. In case no provision is made at an annual meeting of the inhabitants for the election of a clerk, then and in that case the board of education shall appoint one of their own number to act as clerk. Said board of education shall have power to appoint one of the taxable inhabitants of their district treasurer, and another collector of the moneys to be raised within the same for school purposes, who shall severally hold such appointments during the pleasure of the board. Such treasurer and collector shall each, and within ten days after notice in writing of his appointment, duly served upon him, and before entering upon the duties of his office, execute and deliver to the said board of education a bond, with such sufficient penalty and sureties as the board may require, conditioned for the faithful discharge of the duties of his office. And in case such bond shall not be given within the time specified, such office shall thereby become vacant, and said board shall thereupon, by appointment, supply such vacancy.

ARTICLE 2.

Of the qualifications of voters in union free school districts, and of meetings of such voters and their powers.

* § 8. Every person of full age, residing in any union free school district, and who has resided therein for a period of thirty days next preceding any annual or special meeting held therein, and a citizen of the United States, who owns, or hires, or is in the possession under a contract of purchase, of real property in such school district liable to taxation for school purposes; and every

such resident of such district who is a citizen of the United States of twenty-one years of age, and is the parent of a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such person not being the parent, who shall have permanently residing with him or her a child or children of school age, some one or more of whom shall have attended the district school in said district for a period of at least eight weeks within one year preceding such school meeting; and every such resident and citizen as aforesaid, who owns any personal property assessed on the last preceding assessment-roll of the town, exceeding fifty dollars in value exclusive of such as is exempt from execution, and no other, shall be entitled to vote at any school meeting held in said district, under and pursuant to the provisions of this title. No person shall be deemed to be ineligible to vote at any such school district meeting by reason of sex, who has one or more of the qualifications required by this section. No person shall be eligible to hold any school district office in any union free school district unless he or she is a qualified voter in such district, and is able to read and write. Not more than one member of a family shall be a member of same board of education in any school district.

§ 9. The corporate authorities of any incorporated village or city, in which any such union free school shall be established, shall have power, and it shall be their duty, to raise, from time to time, by tax, to be levied upon all the real and personal property in said city or village, as by law provided for the defraying of the expenses of its municipal government, such sum or sums as the board of education established therein shall declare necessary for teachers' wages and the ordinary contingent expenses of supporting the schools of said district. The sums so declared necessary shall be set forth in a detailed statement in writing, addressed to the corporate authorities by the board of education, giving the various purposes of anticipated expenditure, and the amount necessary for each; and the said corporate authorities shall have no power to withhold the sums so declared to be necessary; and such corporate authorities as aforesaid shall have power, and it shall be their duty to raise, from time to time, by tax as aforesaid, any such further sum or sums to be set forth in a detailed statement in writing, addressed to the corporate authorities by the board of education, giving the various purposes of the

Levy of tax for school purposes by village and city authorities

Statement of anticipated expenditure

Sums not to be withheld.

Raising of additional moneys.

TITLE 2.

Tax for
moneys
voted.

Notice of
required
tax for
school
buildings,
sites, etc.

Rescinding
vote or re-
duction of
amount.

Power to
borrow
money.

Issue of
bonds or
certifi-
cates.

proposed expenditure, and the amount necessary for each which may have been or which may hereafter be authorized by a majority of the voters of such union free school district present and voting at any special district meeting duly convened, for making additions, alterations, or improvements to or on the sites or structures belonging to the district, or for the purchase of other sites or structures, or for a change of sites, or for the erection of new buildings, or for buying apparatus or fixtures, or for such other purpose relating to the support and welfare of the school as they may, by resolution, approve; and they may direct the moneys so voted to be levied in one sum, or by installments, but no addition to or change of site or purchase of a new site or tax for the purchase of any new site or structure, or for the purchase of an addition to the site of any school-house, or for building any new school-house, or for the erection of an addition to any school-house already built, shall be voted at any such meeting unless a notice by the board of education stating that such tax will be proposed, and specifying the amount and object thereof shall have been published once in each week for the four weeks next preceding such district meeting, in two newspapers, if there shall be two, or in one newspaper if there shall be but one, published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least twenty of the most public places in said district twenty days before the time of such meeting. No vote to raise money shall be rescinded, nor the amount thereof be reduced at any subsequent meeting, unless the same be done within ten days after the same shall have been first voted. For the purpose of giving effect to these provisions, the corporate authorities are hereby authorized, whenever a tax shall have been voted to be collected in installments for the purpose of building a new school-house, or building an addition to a school-house, or making additions, alterations or improvements to buildings or structures belonging to the district, or for the purchase of a new site, or for an addition to a site, to borrow so much of the sum voted as may be necessary, at a rate of interest not exceeding six per cent. and to issue bonds or other evidences of indebtedness therefor, which shall be a charge upon the district, and be paid at maturity, and which shall not be sold below par. Said bonds or other evidences of indebtedness shall be prepared by the board of education,

TITLE 2.

signed by the president and secretary thereof, and delivered to the treasurer of the incorporated village or city, who shall countersign the same, and give due notice of the time and place of the sale of such bonds, at least ten days prior thereto, by publication twice in two newspapers, if there shall be two, or in one newspaper, if there shall be but one, published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least ten of the most public places in said district ten days before the day of sale. The proceeds of the sale of said bonds shall be paid into the treasury of said incorporated village or city, to the credit of the board of education of such district.

Notice of
sale.

Proceeds
of sale.

*§ 10. A majority of the voters of any union free school district, other than those whose limits correspond with an incorporated city or village, present at any annual or special district meeting, duly convened, may authorize such acts and vote such taxes as they shall deem expedient for making additions, alterations or improvements to or in the sites or structures belonging to the district, or for the purchase of other sites or structures, or for a change of sites, or for the erection of new buildings, or for buying apparatus, or fixtures, or for paying the wages of teachers and the necessary expenses of the school, or for such other purpose relating to the support and welfare of the school as they may, by resolution, approve; the designation of a site or sites by the district meeting shall be by written resolution containing a description thereof by metes and bounds, and such resolution must receive a majority of the qualified voters present and voting at said meeting, to be ascertained by taking and recording the ayes and noes. On all propositions arising at said meetings involving the expenditure of money, or authorizing the levy of a tax or taxes in one sum or by installments, the vote thereon shall be by ballot, or ascertained by taking and recording the ayes and noes of such qualified voters attending and voting at such meetings;; and they may direct the moneys so voted to be levied in one sum, or by installments, but no addition to or change of site or purchase of a new site or tax for the purchase of any new site or structure, or for the purchase of an addition to the site of any school-house, or for building any new school-house or for the erection of an addition to any school-house already built, shall be voted at any such meeting unless a

Powers of
annual and
special
meetings
to vote
taxes.

Designa-
tion of
sites.

Vote on ex-
penditure
of money
or tax.

Tax for
sums
voted.

Notice of
proposed
tax for
school
buildings,
sites, etc.

TITLE 8

notice by the board of education stating that such tax will be proposed, and specifying the amount and object thereof, shall have been published once in each week for the four weeks next preceding such district meeting, in two newspapers if there shall be two, or in one newspaper if there shall be but one, published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least twenty of the most public places in said district twenty days before the time of such meeting. And whenever a tax for any of the objects hereinbefore specified shall be legally voted the boards of education shall make out their tax-list, and attach their warrant thereto, in the manner provided in article seven of title seven of this act, for the collection of school district taxes, and shall cause such taxes or such installments to be collected at such times as they shall become due. No vote to raise money shall be rescinded, nor the amount thereof be reduced at any subsequent meeting, unless the same be done within ten days after the same shall have been first voted. For the purpose of giving effect to these provisions, trustees or boards of education are hereby authorized, whenever a tax shall have been voted to be collected in installments for the purpose of building a new school-house or building an addition to a school-house, or making additions, alterations or improvements to buildings or structures belonging to the district, or for the purchase of a new site or for an addition to a site, to borrow so much of the sum voted as may be necessary at a rate of interest not exceeding six per cent, and to issue bonds or other evidences of indebtedness therefor, which shall be a charge upon the district, and be paid at maturity, and which shall not be sold below par; due notice of the time and place of the sale of such bonds shall be given by the board of education at least ten days prior thereto by publication twice in two newspapers, if there shall be two, or in one newspaper if there shall be but one published in such district. But if no newspaper shall then be published therein, the said notice shall be posted up in at least ten of the most public places in said district ten days before the day of sale. It shall be the duty of the trustees or the person or persons having charge of the issue or payment of such indebtedness to transmit a statement thereof to the clerk of the board of supervisors of the county in which such indebtedness is created, annually, on or before the first day of November.

Tax for teachers' wages.

§ 11. Any moneys required to pay teachers' wages in a union free school or in the academical department thereof, after the due application of the school moneys thereto, shall be raised by a

TITLE 3.

§ 12. Every union free school district shall, for all the purposes of the apportionment and distribution of school moneys, be regarded and recognized as a school district.

ARTICLE 3.

Of annual and special meetings, and of election of members of boards of education and clerks in districts where the number of children exceeds three hundred.

§ 13. 1. In union free school districts other than those whose limits correspond with those of any incorporated village or city, the annual school meeting shall be held on the first Tuesday of August. The boards of education shall have power to call special meetings of the inhabitants of their respective districts whenever they shall deem it necessary and proper, in the manner prescribed in section ten of this title, and shall in like manner give notice of the time and place of holding the annual school district meeting. The proceedings of any special meeting shall not be held to be illegal for want of a due notice to all persons qualified to vote thereat, unless it shall appear that the omission to give such notice was willful and fraudulent. The annual meeting of the board of education of every such union free school district shall be held on the Tuesday next after the annual school district meeting therein.

2. In union free school districts whose limits correspond with those of any incorporated village or city, the boards of education shall have power to call special meetings of the inhabitants of their respective districts for the purposes mentioned in section nine of this title, in the manner prescribed in said section nine. The proceedings of any special meeting shall not be held to be illegal for want of due notice to all persons qualified to vote thereat unless it shall appear that the omission to give such notice was willful and fraudulent. The annual meeting of the board of education of every such union free school district shall be held on the Tuesday next after the canvass and declaration of the election of the members of said board at the annual charter election of the village or city.

* § 14. In union free school districts other than those whose limits correspond with those of an incorporated village or city, in which the number of children of school age exceeds three hundred, as shown by the last annual report of the board of

TITLE 8.

education to the school commissioner, the qualified voters of any such district may by a vote of a majority of those present and voting, at any annual meeting, or at any duly called special meeting, to be ascertained by taking and recording the ayes and noes, determine that the election of the members of the board of education and clerk of said district, shall be held on the Wednesday next following the day designated by law for holding the annual meeting of said district. Until such determination shall be changed, such election shall be held on the Wednesday next following the day on which such annual meeting of such district shall be held, in each year, between the hours of twelve o'clock noon, and four o'clock in the afternoon at the principal school-house in the district, or at such other suitable place as the trustees may designate. When the place of holding such election is other than at the principal school-house, the trustees shall give notice thereof by the publication of such notice, at least one week before the time of holding such election, in some newspaper published in the district, or by posting the same in three conspicuous places in the district. The trustees may, by resolution, extend the time of holding the election from four o'clock until sunset. The board of education, or such of them as may be present, shall act as inspectors of election. If a majority of such board shall not be present at the time of opening the polls, those members of the board in attendance may appoint any of the legal voters of the district present, to act as inspectors in place of the absent trustees; and if none of the board of education shall be present at the time of opening the polls, the legal voters present may choose three of their number to act as inspectors. The district clerk, or the clerk of the board of education, as the case may be, shall attend at the election and record in a book to be provided for that purpose, the name of each elector as he or she deposits his or her ballot. If such district clerk, or clerk of the board of education shall be absent, or shall be unable or refuse to act, the board of education or inspectors of election shall appoint some person who is a legal voter in the district to act in his place. Any clerk or acting clerk who shall neglect or refuse to record the name of a person whose ballot is received by the inspectors, shall be liable to a fine of twenty-five dollars, to be sued for by the supervisor of the town. If any person offering to vote at any such

Time of
holding
election.

Notice of
election.

Extension
of time.

Inspectors
of election.

Record of
votes.

Penalty for
refusal to
receive
names.

Challenges.

TITLE 2.

election shall be challenged as unqualified by any legal voter, the chairman of the inspectors shall require the person so offering to vote to make the following declaration: "I do declare and affirm that I am and have been for the thirty days last past an actual resident of this school district, and that I am legally qualified to vote at this election." And every person making such declaration shall be permitted to vote; but if any person shall refuse to make such declaration his or her ballot shall not be received by the inspectors. Any person who upon being so challenged shall willfully make a false declaration of his or her right to vote at such election, is guilty of a misdemeanor. Any person who shall vote at such election, not being duly qualified, shall, though not challenged, forfeit the sum of ten dollars, to be sued for by the supervisor of the town for the benefit of the school or schools of the district. The board of education shall, at the expense of the district, provide a suitable box in which the ballots shall be deposited as they are received. Such ballots shall contain the names of the persons voted for, and shall designate the office for which each one is voted. The ballots may be either written or printed, or partly written and partly printed. The inspectors immediately after the close of the polls shall proceed to canvass the votes. They shall first count the ballots to determine if they tally with the number of names recorded by the clerk, and if they exceed that number, enough ballots shall be withdrawn to make them correspond. Such inspectors shall count the votes and announce the result. The person or persons having a majority of the votes respectively for the several offices shall be elected, and the clerk shall record the result of such ballot and election as announced by the inspectors. Whenever the time for holding such election as aforesaid shall pass without such election being held in any such district, a special election shall be called by the board of education, but if no such election be called by said board within twenty days after such time shall have passed, the school commissioner or the state superintendent of public instruction may order any inhabitant of said district to give notice of such election in the manner prescribed by section ten of this title; and the officers elected at such special election shall hold their respective offices only until the next annual election, and until their successors are elected and shall have qualified as in this act provided. All disputes concerning

Declarations thereupon.

Penalty for illegal voting, etc.

Ballot box.

Ballots.

Canvass of votes and declaration of result.

Special election.

Terms of office; elected thereat.

TITLE 2.

Election
disputes,
how settled

the validity of any such election, or of any votes cast thereat, or of any of the acts of the inspectors or clerks, shall be referred to the superintendent of public instruction, whose decision in the matter shall be final. Such superintendent may, in his discretion, order a new election in any district. The foregoing provisions shall not apply to union free school districts in cities nor to union free school districts whose boundaries correspond with those of an incorporated village, nor to any school district organized under a special act of the legislature, in which the time, manner and form of the election of district officers shall be different from that prescribed for the election of officers in union free school districts, organized under the general law, nor to any of the union free school districts in the counties of Richmond, Suffolk, Chenango, Warren, Erie and St. Lawrence.

Limitation
of fore-
going pro-
visions.

ARTICLE 4.

*Of the powers and duties of boards of education.*Powers of
board.

§ 15. The said board of education of every union free school district shall severally have power, and it shall be their duty:

By-laws
and rules.

1. To adopt such by-laws and rules for its government as shall seem proper in the discharge of the duties required under the provisions of this act.

Rules, etc.,
for schools.

2. To establish such rules and regulations concerning the order and discipline of the school or schools, in the several departments thereof, as they may deem necessary to secure the best educational results.

Course of
study.

3. To prescribe the course of study by which the pupils of the school or schools shall be graded and classified, and to regulate the admission of pupils and their transfer from one class or department to another, as their scholarship shall warrant.

Admission
of pupils.

Text-books

4. To prescribe the text-books to be used in the schools, and to compel a uniformity in the use of the same, pursuant to the provisions of this act, and to furnish the same to pupils out of any moneys provided for that purpose.

Instruction
in phys-
iology, etc.

5. To make provision for the instruction of pupils in physiology and hygiene with special reference to the effect of alcoholic drinks, stimulants and narcotics upon the human system.

School sites
school-
houses and
apparatus.

6. To purchase a site or sites, or an addition to a site or sites, for a school-house or school-houses for the district, as designated by a meeting of the district; and to construct such school-house or

TITLE 2.

houses, and additions thereto as may be so designated; to purchase furniture and apparatus for such school-house or houses; to keep ^{Repairs,} such school-house or houses and the furniture and apparatus therein in repair; to hire any room or rooms in which to maintain ^{Hiring school-rooms.} and conduct schools when the rooms in the school-house or houses are overcrowded, or when such school-house or houses are destroyed, injured or damaged by the elements, and to fit up and furnish such room or rooms in a suitable manner for conducting a school or schools therein; to insure the school-house or houses ^{Insurance.} and their furniture, apparatus and appendages, and the school library, in some company or companies created by or under the laws of this state, and to comply with the conditions of the policy, and raise the sums paid for premiums by district tax. No ^{Approval of plans for ventilation, etc.} school-house shall be built in any union free school district until the plan for the ventilation and heating and lighting of such school-house shall be approved in writing by the school commissioner of the commissioner district in which such school-house is to be built.

7. To take charge and possession of the school-houses, sites, lots, ^{Custody of property.} furniture, books, apparatus, and all school property within their respective districts; and the title of the same shall be vested ^{Title vested in board.} respectively in said board of education, and the same shall not be subject to taxation for any purpose.

8. To sell, when thereto authorized by a vote of the qualified ^{Sale of property.} voters of the school district, any former school site or lot, or any real estate the title to which is vested in the board, and the buildings thereon, and appurtenances or any part thereof, at such price and upon such terms as said voters shall prescribe, and to convey the same by deed to be executed by the board or a majority of the members thereof. All moneys arising from any ^{Application of proceeds} such sale shall be used and applied for the benefit of the school district, as the voters thereof shall by resolution direct. Also ^{Exchange of real estate.} to exchange real estate belonging to the district for the purpose of improving or changing school-house sites.

9. To take and hold for the use of the said schools or of any ^{May take and hold real estate, etc.} department of the same, any real estate transferred to it by gift, grant, bequest or devise, or any gift, legacy or annuity, of whatever kind, given or bequeathed to the said board, and apply the same, or the interest or proceeds thereof, according to the instructions of the donor or testator.

TITLE 8.

Control of
schools.Establish-
ment of
academical depart-
ment.Non-resi-
dent pupils.Fuel, ap-
paratus,
etc.

Librarians.

Employ-
ment of
teachers.Memoran-
dum of
em ploy-
ment.Teachers'
wages,
when due.Employ-
ment of
relatives of
board.Removal of
teachers.Filling
vacancies.

10. To have, in all respects, the superintendence, management and control of said union free schools, and to establish in the same an academical department, whenever in their judgment the same is warranted by the demand for such instruction; to receive into said union free schools any pupils residing out of said district, and to regulate and establish the tuition fees of such non-resident pupils in the several departments of said schools; provided, that if such non-resident pupils, their parents or guardians, shall be liable to be taxed for the support of said schools in the districts, or either of them, on account of owning property therein, the amount of any such tax paid by a non-resident pupil, his parent or guardian, shall be deducted from the charge for tuition; to provide fuel, furniture, apparatus and other necessities for the use of said schools, and to appoint such librarians as they may from time to time deem necessary.

11. To contract with and employ such persons as by the provisions of this act are qualified teachers in the several departments of instruction in said school, and at the time of such employment shall make and deliver to each teacher, or cause to be made and delivered, a memorandum in writing, signed by the members of said board, or by some person duly authorized by said board to represent them in the premises, in which the details of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation and the time or times when such compensation shall be due and payable shall be clearly and definitely set forth. The pay of any teacher employed in the public schools of this state shall be due and payable at least as often as at the end of each calendar month of the term of employment. No person who is related by blood or marriage to any member of a board of education shall be employed as a teacher by such board, except upon the consent in writing of two-thirds of the members thereof, to be entered upon the proceedings of the board. No teacher shall be removed during a term of employment unless for neglect of duty, incapacity to teach, immoral conduct, or other sufficient cause. Also to pay the wages of such teacher out of the moneys appropriated for that purpose.

12. To fill any vacancy which may occur in said board by reason of the death, resignation, removal from office or from the school district, or refusal to serve, of any member or officer of said

board; and the person so appointed in the place of any such member of the board shall hold his office until the next election of trustees, as by this act provided. In case of the failure of such board to fill such vacancy, and in case no special election is ordered for filling the same for a period of thirty days, the same may be filled by the school commissioner having jurisdiction. The superintendent of public instruction may order a special election to be held in any district for the purpose of filling such vacancy, and when such special election is ordered the vacancy shall not be filled otherwise.

Superintendent may order special election.

13. To remove any member of their board for official misconduct. But a written copy of all charges made of such misconduct shall be served upon him at least ten days before the time appointed for a hearing of the same; and he shall be allowed a full and fair opportunity to refute such charges before removal.

Removal member for cause

14. To provide suitable and convenient water-closets or privies for each of the schools under their charge, at least two in number, which shall be entirely separated each from the other and having separate means of access, and the approaches thereto shall be separated by a substantial close fence not less than seven feet in height; to keep the same in a clean and wholesome condition, and a failure to comply with the foregoing provisions on the part of said board shall be sufficient grounds for removal from office, and for withholding from the district any share of the public moneys of the state. Any expense incurred by said board in carrying out the foregoing provisions shall be a charge upon the district; and a tax may be levied therefor without a vote of the district.

Water-closets or privies.

Expense thereof.

15. To cause proper stairways to be constructed and maintained on all school buildings under their charge which are more than two stories high, on the outside thereof, with suitable doorways leading thereto from each story above the first, for use in case of fire. The reasonable and proper cost thereof shall, in each case, be a legal charge upon the city, village or district, and shall be raised by tax as other moneys are raised for school purposes.

Stairway on outside of buildings.

Tax for cost thereof.

§ 16. The board of education shall possess all the powers and privileges, and be subject to all the duties in respect to the common schools, or the common school departments in any union free school in said

General powers and duties.

TITLE 2.

districts, which the trustees of common schools possess or are subject to under this act, not specially provided for in this title, and not inconsistent with the provisions of this title; and to enjoy, whenever an academic department shall be by them established, all the immunities and privileges now enjoyed by the trustees of academics in this state.

Superintendent of schools in certain districts.

Salary.

Record of proceedings.

Publication of accounts of receipts and expenditures.

Interest in contracts prohibited.

Report of estimates of expenses to annual meeting.

§ 17. In any incorporated village having a population of five thousand and upwards, or in any union free school district having a like population, which fact shall in either case be determined by the state superintendent of public instruction, as provided in section five of title two of this act, the board of education in any such village or union free school district may appoint a superintendent of schools. Such superintendent shall be under the direction of the board of education, which shall prescribe his powers and duties. He shall be paid a salary from the teachers' fund, to be fixed by the board of education, and he may be removed from office by a vote of the majority of all the members of such board. Whenever such superintendent shall be appointed, the said union free school district shall be entitled to the benefits of the provisions of section five of title two of this act.

§ 18. It shall be the duty of said board to keep an accurate record of all its proceedings in books provided for that purpose, which books shall be open for public inspection at all reasonable hours. It shall be the duty of said board to cause to be published once in each year, and twenty days next before the annual meeting of the district, in at least one public newspaper, printed in such district, a full and detailed account of all moneys received by the board or the treasurer of said district, for its account and use, and of all the money expended therefor, giving the items of expenditure in full; should there be no paper published in said district said board shall publish such account by notice to the taxpayers, by posting copies thereof in five public places in said district. No member of said board shall be personally interested in any contract made by said board. It shall be the duty of the board, at the annual meeting of the district, besides any other report or statement required by law, to present a detailed statement in writing of the amount of money which will be required for the ensuing year for school purposes, exclusive of the public moneys, specifying the several purposes for which it will be

required, and the amount for each, but nothing in this section contained shall be construed to prevent the board from presenting such statement at any special meeting called for the purpose, nor from presenting a supplementary and amended statement or estimate at any time.

§ 19. After the presentation of such statement, the question shall be taken upon voting the necessary taxes to meet the estimated expenditures, and when demanded by any voter present, the question shall be taken upon each item separately, and the inhabitants may increase the amount of any estimated expenditures or reduce the same, except for teachers' wages, and the ordinary contingent expenses of the school or schools. Voting thereon by inhabitants.

§ 20. If the inhabitants shall neglect or refuse to vote the sum or sums estimated necessary for teachers' wages, after applying thereto the public school moneys, and other moneys received or to be received for that purpose, or if they shall neglect or refuse to vote the sum or sums estimated necessary for ordinary contingent expenses, the board of education may levy a tax for the same, in like manner as if the same had been voted by the inhabitants. Board may levy tax without vote.

§ 21. If any question shall arise as to what are ordinary contingent expenses the same may be referred to the superintendent of public instruction, by a statement in writing, signed by one or more of each of the opposing parties upon the question, and the decision of the superintendent shall be conclusive. Ordinary contingent expenses, settlement of disputes as to.

§ 22. It shall be the duty of each of the said boards of education, elected pursuant to the provisions of this title, to have a regular meeting at least once in each quarter, and at such meetings to appoint one or more committees, to visit every school or department under the supervision of said board, and such committees shall visit all said schools at least twice in each quarter, and report at the next regular meeting of the board on the condition thereof. The meetings of all such boards shall be open to the public, but said boards may hold executive sessions, at which sessions only the members of such boards or the persons invited, shall be present. Regular meetings of board. Visitation of schools. Reports. Executive sessions.

§ 23. It shall also be the duty of said boards, respectively, to have reference in all their expenditures and contracts to the amount of moneys which shall be appropriated, or subject to their order or drafts, during the current year, and not to exceed Expenditures and contracts.

TITLE 4.

Application of moneys. that amount. And said boards shall severally apply all the moneys apportioned to the common school districts under their charge, to the departments below the academical; and all moneys from the literature fund or otherwise, appropriated for the support of the academical department, to the latter departments.

Money to be paid into city or village treasury. § 24. All moneys raised for the use of the union free schools in any city or incorporated village, or apportioned to the same from the income of the literature, common school or United States deposit funds, or otherwise, shall be paid into the treasury of such city or village to the credit of the board of education therein; and the funds so received into such treasury shall be kept separate and distinct from any other funds received into the said treasury. And the officer having the charge thereof shall give such additional security for the safe custody thereof as the corporate authorities of such city or village shall require.

Payments, how made. No money shall be drawn from such funds, credited to the several boards of education, unless in pursuance of a resolution or resolutions of said board, and on drafts drawn by the president and countersigned by the secretary or clerk, payable to the order of the person or persons entitled to receive such money, and stating on their face the purpose or service for which such moneys have been authorized to be paid by the said board of education.

Payments of moneys to treasurers of boards. § 25. All moneys raised for the use of said union free schools, other than those whose limits correspond with those of any cities and incorporated villages, or apportioned from the income of the literature or common school or United States deposit funds, or otherwise, shall be paid to the respective treasurers of the said several boards of education entitled to receive the same, and be by them applied to the uses of said several boards, who shall annually render their accounts of all moneys received and expended by them for the use of said schools, with every voucher for the same, and certified copies of all orders of the said boards touching the same, to the school commissioner of the district in which the principal school-house of the district is located. No

Moneys, how drawn out. money shall be drawn from such funds in possession of such treasurer, unless in pursuance of a resolution or resolutions of said board, and on drafts drawn by the president and countersigned by the clerk, or secretary, payable to the order of the person or persons entitled to receive such money, and stating

on their face the purpose or service for which said moneys have been authorized to be paid by the said board of education.

§ 26. Every academic department, established as aforesaid, shall be under the visitation of the regents of the university, and shall be subject, in its course of education and matters pertaining thereto (but not in reference to the buildings in which the same is conducted), to all the regulations made in regard to academies by the said regents. In such departments the qualifications for the entrance of any pupil shall be as high as those established by the said regents for participation in the literature fund of any academy of the state under their supervision.

§ 27. Whenever a union free school shall be established under the provisions of this title, and there shall exist within its district an academy, the board of education, if thereto authorized by a vote of the voters of the district, may adopt such academy as the academic department of the district, with the consent of the trustees of the academy, and thereupon the trustees, by a resolution to be attested by the signatures of the officers of the board and filed in the office of the clerk of the county, shall declare their offices vacant, and thereafter the said academy shall be the academic department of such union free school. The board of education when thereto authorized by a vote of the qualified voters of the district may lease said academy and site, and maintain the academic department of such union free school therein and thereon.

§ 28. Every union free school district, in all its departments, shall be subject to the visitation of the superintendent of public instruction. He is charged with the general supervision of its board of education and their management and conduct of all its departments of instruction. And every board of education shall annually, on the first day of August, in each year, make to the commissioner having jurisdiction, and deposit in the town clerk's office, a report for the school year ending July thirty-first preceding, of all matters concerning which trustees of a school district are required to report, under this act, and concerning all such other matters as the superintendent shall, from time to time, require; and shall also whenever thereto required by the superintendent of public instruction, report fully to him upon any

TITLE 8.

particular matter; and such report shall be in such form, and so authenticated, as the superintendent shall, from time to time, require.

Removal of
members of
board.

§ 29. For cause shown, and after giving notice of the charge and opportunity of defense, the superintendent of public instruction may remove any member of a board of education. Willful disobedience of any lawful requirement of the superintendent, or a want of due diligence in obeying such requirement or willful violation or neglect of duty is cause for removal.

ARTICLE 5.

Of the alteration of union free school districts, the increase or diminution of number of members of boards of education, and of dissolution of union free school districts.

Dissolution
of common
school dis-
tricts upon
consent.

§ 30. Whenever one or more common school districts shall adjoin any union free school district whose limits do not correspond with those of an incorporated village or city, upon the written consent of the trustees of all the districts to be affected, the school commissioner having jurisdiction may dissolve such common school district or districts and annex the territory of such district or districts so dissolved to such union free school district, and the school commissioner having jurisdiction may alter any union free school district whose limits do not correspond with those of any incorporated village or city, in the manner provided by title six of this act, but no such district shall be altered or divided upon which there is an outstanding bonded indebtedness.

Annex-
ation of
territory to
union dis-
trict.

Alteration
of union
district.

Increase or
diminution
of members
of board of
education.

§ 31. At any annual meeting held in any union free school district whose limits do not correspond with those of any incorporated village or city, the qualified voters may determine by a majority vote of such voters present and voting, to be ascertained by taking and recording the ayes and noes, to increase or diminish the number of members of the board of education of such district. If such board shall consist of less than nine members, and such meeting shall determine to increase the number, such meeting shall elect such additional number so determined upon, and shall divide such number into three several classes, the first to hold office one year, the second two years and the third three years. If such meeting shall determine to diminish the number of such members composing said board, no election shall be held in such district to fill the vacancies of the outgoing member or members

thereof, until the number of members shall correspond to the number which such meeting shall determine to compose such board. No board of education of such district shall consist of ^{Number, restricted.} less than three nor more than nine members.

§ 32. In any union free school district established under the ^{Special meeting for dissolution of union district.} laws of this state, and which shall have been established for the period of one year or more, it shall be the duty of the board of education, upon the application of fifteen resident taxpayers of such district, to call a special meeting in the manner prescribed by law, for the purpose of determining whether application shall be made in the manner hereinafter provided, for the dissolution of such union free school district, and for its reorganization as a common school district or districts.

§ 33. Whenever, at any such meeting called and held as afore- ^{Meetings not to be held oftener than triennially.} said, it shall be determined by a majority vote of the legal voters present and voting, to be ascertained by taking and recording the ayes and noes, not to dissolve such union free school district, no other meeting for a similar purpose shall be held in said district within three years from the time the first meeting was held, and whenever at any such meeting called and held as aforesaid it shall be determined by a two-thirds vote of the legal voters present ^{Proceedings upon favorable vote.} and voting, to be ascertained by taking and recording the ayes and noes, to dissolve such union free school district, it shall be the duty of the board of education to present to the school commissioner of the commissioner district in which said union free school is situated, a certified copy of the call, notice and proceedings. If such school commissioner shall approve the proceedings ^{Approval of proceedings.} of said meeting, he shall certify the same to the board of education. Such approval shall not take effect until the day preceding the first Tuesday of August next succeeding; but after that date such district shall cease to be a union free school district.

§ 34. If any union free school district dissolved under the foregoing provisions shall have been established by the consolidation of two or more districts, it shall be lawful for such school commissioner to order that its territory be divided into two or more districts, to correspond, so far as practicable, with the districts theretofore consolidated. ^{Division of dissolved district in certain cases.}

§ 35. If there shall be, in such dissolved union free school district, an academy which shall have been adopted as the academic ^{Transfer of academies to former trustees}

TITLE 8.

department of the union free school, under the provisions of title nine, chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, and any amendment thereof, or under this act shall, upon the application of a majority of the surviving resident former trustees or stockholders, be transferred by the board of education to said former trustees or stockholders

Conditional
approval of
proceed-
ings.

§ 36. Such school commissioner may make his approval of the proceeding of any such meeting held as aforesaid conditional upon the payment, by the district which has been most greatly benefited by the consolidation in the way of buildings and other improvements to the other district or districts into which the said union free school district is divided, of such sum or sums of money as they may deem equitable.

Apportion-
ment of
moneys on
hand.

§ 37. All moneys remaining in the hands of the treasurer of the union free school district when the order of dissolution shall take effect shall be apportioned equitably among the several districts into which such union free school district is divided, and shall be paid over to the collectors or treasurers of such districts when they shall have been elected and have qualified according to law.

Annual
meetings
of districts
created by
dissolution.

§ 38. The district or districts formed by the dissolution of such union free school district shall hold its or their annual meeting or meetings on the first Tuesday of August, next after the dissolution of such union free school district, and shall elect officers as now required by law.

Effect of
disap-
proval of
proceed-
ings.

§ 39. If such school commissioner shall not approve the proceedings of any such meeting, held as aforesaid, for the purpose of dissolving a union free school district, no other meeting shall be held in such district, for a similar purpose, within three years from the time the first meeting was held.

Superin-
tendent to
be notified
of dissolu-
tion.

§ 40. Whenever the proceedings of a meeting, held as aforesaid, for the purpose of dissolving a union free school district, shall have been approved by such school commissioner and shall have been certified by him to the board of education, it shall be the duty of the board of education of the district affected forthwith to notify the superintendent of public instruction, and to furnish him copies of the call, notice, proceedings of the meeting, and the action taken by such school commissioner thereon.

Appeal to
superin-
tendent.

§ 41. Any person or persons conceiving himself or themselves aggrieved by the action, proceedings or decision of any special

TITLE 2.

meeting held under the provisions of this article, or by the order, decision, action or proceedings of any school commissioner under or pursuant to the provisions of this article, may appeal therefrom to the superintendent of public instruction, who is hereby authorized and required to examine and decide the same; and his decision shall be final and conclusive.

§ 42. The provisions of this title shall apply to all union free schools heretofore organized pursuant to the provisions of chapter four hundred and thirty-three of the laws of eighteen hundred and fifty-three, and the amendments thereof, and of chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, and the amendments thereof; and sections nine and ten of this title, are made applicable to all school districts established by and organized under special statutes, except those of cities; and all acts or parts of acts inconsistent with and repugnant Provisions applicable to schools heretofore organized. Appeal to said sections nine and ten of this title are hereby repealed. So much of section seven of this title as relates to the election Exemption. of a clerk shall not affect the towns of Cortlandt and White Plains in Westchester county.

TITLE IX.

Acquisition of School-house Sites.

Section 1. Land for the site of a school-house in any school district, or additional land adjoining to and for the enlargement of an established site in any school district, not exceeding one acre, may be acquired in cases where the owner or owners thereof, or some of them, shall not consent to sell the same for such purpose, or the trustee, trustees or board of education of the district can not agree with such owner or owners or some of them, upon the price or value thereof, as real property for public use is taken under and pursuant to the laws of the state. The trustee or trustees or board of education of any such school district is or are hereby authorized and empowered to institute, carry on and complete the proceedings necessary for acquiring said land, and the title thereto, for and on behalf of such district. The method of Acquisition of lands for sites. procedure to acquire such land shall be that prescribed for the condemnation of real property for public use in title one of chapter twenty-three of the Code of Civil Procedure, and any amendments thereof, entitled "Proceedings for the condemnation of real property," and known as the "Condemnation Law." Method of procedure.

TITLE 10.

Applica-
tion of
section.

§ 2. The provisions of the foregoing section shall not apply to cities of more than thirty thousand inhabitants nor shall it be lawful under said section to acquire title to less than the whole of any city or village lot, with the erections thereon, if any, nor to any premises occupied as a homestead by the owner or owners thereof, without the consent of such owner or owners; nor beyond the corporate limits of cities, to any garden or orchard, or any part thereof, nor to any part of any yard or inclosure necessary to the use and enjoyment of buildings, or any fixtures or erections for the purposes of trade or manufactures, without the consent of the owner or owners thereof.

Lands cer-
tain not to
be taken.

Boards of
education,
when trust-
ees.

§ 3. Boards of education in cities of not more than thirty thousand inhabitants are hereby clothed with all the powers of trustees and the title to any and all lands acquired in any city under the provisions of section one of this title, shall vest in the board of education thereof, or such other corporate body as is by law vested with the title to the school lands in such city. But nothing herein contained shall be construed to limit or circumscribe the powers and duties heretofore lodged in such board of education by law.

Title to
lands.

Proviso.

Provisions
not ex-
tended to
city of
Brooklyn.

§ 4. The provisions of section one of this title shall be extended and apply to the city of Brooklyn, and the board of education of that city is hereby clothed with all the powers of trustees under the provisions of this title, and the title to any and all lands acquired in said city under the provisions of this act shall vest in the board of education thereof. The proceedings mentioned in section one of this title may be authorized by a vote of said board of education and the petition may be signed by the officers of said board.

Provisions
applicable
to districts
organized
under spec-
ial laws.

§ 5. The provisions of section one of this title shall apply to union free school districts and to districts organized under special laws; and the trustee or trustees of such districts, and the boards of education organized under special laws shall be and are hereby clothed with all the powers vested in trustees in this title.

TITLE X.

Teachers' Institutes.

Superin-
tendent to
appoint
teachers'
institute.

Section 1. It shall be the duty of the superintendent of public instruction to appoint a teachers' institute once in each year in each school commissioner district of the state, for the benefit and

TITLE 11

instruction of the teachers in the public schools, and of such as intend to become teachers, with special reference to the presentation of subjects relating to the principles of education and methods of instruction in the various branches of study pursued in the schools. After consultation with the school commissioners, the said superintendent shall have power to determine the duration of each institute and to designate the time and place of holding the same. He shall also have power to employ suitable persons, at a reasonable compensation, to supervise and conduct the institutes, and, in his discretion, to provide for such additional instruction as he may deem advisable and for the best interests of the schools. He may also, in his discretion, appoint an institute for two or more commissioner districts. He shall establish such regulations for the government of institutes as he may deem best; and he may establish regulations in regard to certificates of qualification or recommendation which may be issued by school commissioners as will, in his judgment, furnish incentives and encouragement to teachers to attend the institutes. So far as consistent with other duties imposed upon him, the superintendent shall visit the institutes, or cause them to be visited by representatives of the department of public instruction, for the purpose of examining into the course and character of instruction given, and of rendering such assistance as he may find expedient.

Duration
time and
place of
holding
same.

Employ-
ment of
conductors
etc.

Discretion-
ary power

Regula-
tions.

Visitation
of insti-
tutes by
superin-
tendents.

§ 2. It shall be the duty of every school commissioner, subject always to the advice and direction of the superintendent of public instruction, and in such form and manner as may be deemed most effectual, to notify all teachers, trustees, boards of education and others known to him, who may desire to become teachers under his jurisdiction, of the time when and the place where the institute will be held. The school commissioner shall make all necessary arrangements for holding the institute when appointed; see that a suitable room is provided; attend to all necessary details connected therewith; assist the conductor in organization; keep a record of all teachers in attendance; and notify the trustees of the number of days attended by the teachers of the various districts, which shall be the basis of pay to such teacher for attendance as hereafter provided. He shall also transmit to the superintendent of public instruction at the close of each institute, in such form, and within such time as

Notice of
time and
place of
holding
institute.

Duty of
school co-
missioner

Report to
superin-
tendent.

TITLE 10.

the superintendent shall prescribe, a full report of the institute, including a list of all teachers in attendance, the number of days attended by each teacher, with such other statistical information as may be required. He shall present a full statement of all expenses incurred by him in carrying on the institute, with vouchers for all expenditures made, accompanying the same by an affidavit of the correctness of statements made and of accounts presented.

Right to hold institute in school buildings.

§ 3. The school commissioner shall have the right to hold an institute when appointed in any school building in any district under such commissioner's jurisdiction which receives public money from the state, without expense therefor to the state beyond a reasonable allowance to said district for lighting, heating and janitor service, provided always that due and proper care shall be maintained, and the school building left in the like condition as found as regards cleanliness and neatness.

Closing of schools during session.

§ 4. All schools in school districts and parts of school districts within any school commissioner district wherein an institute is held, not included within the boundaries of an incorporated city, or certain union free school districts hereinafter mentioned, shall be closed during the time such institute shall be in session. The closing of a school within the school commissioner district wherein an institute shall be held, at which a teacher has attended, shall not work a forfeiture of the contract under which such teacher was employed. In union free school districts having a population of more than five thousand, and employing a superintendent whose time is exclusively devoted to the supervision of the schools therein, the schools may be closed or not, at the option of the boards of education in such districts. The trustees of every school district are hereby directed to give the teacher or teachers employed by them, the whole of the time spent by them in attending at an institute or institutes held as hereinbefore stated, without deducting anything from the wages of such teacher or teachers for the time so spent. All teachers under a contract to teach in any school commissioner district shall attend such institute so held for that district, and shall receive wages for such attendance.

Vacation for teacher.

Attendance of teachers under contract.

Allowance of attendance in apportionment of state money.

§ 5. In the apportionment of public school money, the schools thus closing in any school term shall be allowed the same average pupil attendance during such time, as was the average weekly

aggregate during the week previous to such institute, and any school continuing its sessions in violation of the above provision shall not be allowed any public money based upon the aggregate attendance for the period during which the institute was held. Trustees and boards of education in such school districts and parts of school districts shall report, in their annual reports to the school commissioners, the number of days and the dates thereof on which a teachers' institute was held in their districts during the school year, and whether schools under their charge were or were not closed during such days; and whenever the trustees' report shows a district school has been supported for the full time required by law, including the time spent by the teacher or teachers in their employ in attendance upon such institute, and that the trustees have given the teacher or teachers the time of such absence, and have not deducted anything from his or their wages on account thereof, the superintendent of public instruction may include the district in his apportionment of the state school moneys, and direct that it be included by the school commissioner or commissioners in their apportionment of school moneys; provided, always, that such school district be in all other respects entitled to be included in such apportionment.

§ 6. Willful failure on the part of a teacher to attend a teachers' institute as required, shall be considered sufficient cause for the revocation of such teacher's license, and a willful failure on the part of trustees to close their schools during the holding of an institute as required, shall be considered sufficient cause for withholding the public moneys to which such districts would otherwise be entitled. Any person under contract to teach, for the term in which an institute is held, in a school in any commissioner district is required to attend an institute, if held for that district, even though at the time the school is not in session, and shall be entitled to receive wages for such attendance.

§ 7. The treasurer shall pay, on the warrant of the comptroller, to the order of any one or more of the school commissioners, such sum or sums of money as the superintendent of public instruction shall certify to be due to them for expenses in holding a teachers' institute; and, upon the like warrant and certificate to pay to the order of any persons employed by the superintendent as additional instructors to conduct, instruct, teach or supervise any such teachers' institute.

TITLE II.

Annual
appropriation.

§ 8. There shall be annually appropriated out of the free school fund the sum of thirty thousand dollars for the maintenance of teachers' institutes.

TITLE XI.

Teachers' Training Classes.

Annual
appropriation for
instruction of teachers.

Section 1. There shall be annually appropriated out of the income of the United States deposit fund, not otherwise appropriated, the sum of thirty thousand dollars and out of the free school fund the sum of thirty thousand dollars for the instruction of competent persons in academies and union schools, in the science and practice of common school teaching, under a course to be prescribed by the superintendent of public instruction.

Designation of
academies and
schools.

§ 2. The superintendent of public instruction shall designate the academies and union schools in which such instruction shall be given, distributing them among the school commissioner districts of the state, as nearly as may well be, having reference to the number of school districts in each, to location and to the character of the institutions selected.

Instruction
of classes.

§ 3. Every academy and union school so designated shall instruct a class of not less than ten nor more than twenty-five scholars, and every scholar admitted to such class shall continue

Default in
attendance
or term of
instruction

under instruction not less than sixteen weeks. Whenever it shall be shown to the satisfaction of the superintendent of public instruction that any pupil attending such class or classes, has been prevented from attending the same for the full term of sixteen weeks, or has attended the first full term, but not the full time in the second term, during any one year; or that for any reason satisfactory to such superintendent, said class or classes have not been held for the full term of sixteen weeks, such superintendent may excuse such default and allow to the trustees of the academy or union free school in which said class or classes shall have been instructed, pay for such scholar or scholars for the time actually spent in attendance, or during which said class or classes shall have been under instruction, at the rate of one dollar for each week's instruction, as provided in section five of

Allowance
of pay.Conditions
of admission, number
of classes, etc.

this title. The superintendent shall prescribe the conditions of admission to the classes, the course of instruction and the rules and regulations under which said instruction shall be given, and shall, in his discretion, determine the number of classes which

may be formed in any one year, in an academy or union school, and the length of time exceeding sixteen weeks during which such instruction may be given.

§ 4. Instruction shall be free to all scholars admitted to such Instruction free. classes, and who have continued in them the length of time required by the third section of this title.

§ 5. The trustees of all academies and union schools in which Payment to trustee for instruction. such instruction shall be given shall be paid from the appropriations named in the first section of this title at the rate of one dollar for each week's instruction to each scholar who has attended for the term of time as required by section three of this title, on the certificate of the superintendent, to be furnished to the comptroller.

§ 6. The appropriation provided by this act, for the instruction in academies and union schools in the science and practice of common school teaching, shall be deemed to include, and shall include, the due inspection and supervision of such instruction by the superintendent of public instruction, and the Expenses of inspection and supervision. expenses of such inspection and supervision shall be paid out of said appropriation on vouchers certified by the superintendent.

§ 7. Each class organized in any academy or union school Visitation of classes under appointment by the superintendent for instruction in the science and practice of common school teaching, shall be subject to the visitation of the school commissioner of the district in which such academy or union school is situated; and it shall be the duty of said commissioner to advise and Duty of school commissioner assist the principals of said academies or union schools in the organization and management of said classes, and at the close of the term of instruction of said classes, under the direction of the superintendent, to examine the students in such classes, and to issue teachers' certificates to such as show moral character, fitness and scholastic and professional qualifications, worthy thereof.

TITLE XII.

State Scholarships in Cornell University.

Section 1. The several departments of study in Cornell university shall be open to applicants for admission thereto at the Departments open to applicants. lowest rates of expense consistent with its welfare and efficiency, and without distinction as to rank, class, previous occupation or locality. But, with a view to equalize its advantages to all

TITLE 12.

Free
scholar-
ships.

parts of the state, the institution shall receive students to the number of one each year from each assembly district in this state, to be selected as hereinafter provided, and shall give them instruction in any or in all the prescribed branches of study in any department of said institution, free of any tuition fee or of any incidental charges to be paid to said university, unless such incidental charges shall have been made to compensate for materials consumed by said students or for damages needlessly or purposely done by them to the property of said university. The said free instruction shall, moreover, be accorded to said students in consideration of their superior ability, and as a reward for superior scholarship in the academies and public schools of this state. Said students shall be selected as the legislature may from time to time direct, and until otherwise ordered as follows:

Selection of
students.Competi-
tive exam-
ination.

1. A competitive examination, under the direction of the department of public instruction, shall be held at the county court-house in each county of the state, upon the first Saturday of June, in each year, by the city superintendents and the school commissioners of the county.

Qualifica-
tions of ap-
plicants.

2. None but pupils of at least sixteen years of age and of six months' standing in the common schools or academies of the state, during the year immediately preceding the examination, shall be eligible.

Subjects
for ex-
aminations.

3. Such examination shall be upon such subjects as may be designated by the president of the university. Question papers prepared by the department of public instruction shall be used, and the examination papers handed in by the different candidates shall be retained by the examiners and forwarded to the department of public instruction.

Certificate
of scholar-
ship, filing
of.

4. The examiners shall, within ten days after such examination, make and file in the department of public instruction a certificate in which they shall name all the candidates examined and specify the order of their excellence, and such candidates shall, in the order of their excellence, become entitled to the scholarships belonging to their respective counties.

Vacancies,
how filled.

5. In case any candidate who may become entitled to a scholarship shall fail to claim the same, or shall fail to pass the entrance examination at such university, or shall die, resign, absent himself without leave, be expelled or, for any other reason, shall

abandon his right to or vacate such scholarship either before or after entering thereupon, then the candidate certified to be next entitled in the same county shall become entitled to the same. In case any scholarship belonging to any county shall not be claimed by any candidate resident in that county, the state superintendent may fill the same by appointing thereto some candidate first entitled to a vacancy in some other county, after notice has been served on the superintendent or commissioners of schools of said county. In any such case, the president of the university shall at once notify the superintendent of public instruction, and that officer shall immediately notify the candidate next entitled to the vacant scholarship of his right to the same.

6. Any state student who shall make it appear to the satisfaction of the president of the university that he requires leave of absence, for the purpose of earning funds with which to defray his living expenses while in attendance, may, in the discretion of the president, be granted such leave of absence, and may be allowed a period not exceeding six years from the commencement thereof for the completion of his course at said university. Leave of absence, when granted.

7. In certifying the qualifications of the candidates, preference shall be given (where other qualifications are equal) to the children of those who have died in the military or naval service of the United States. Preference of candidates.

8. Notices of the time and place of the examinations shall be given in all the schools having pupils eligible thereto, prior to the first day of January in each year, and shall be published once a week, for three weeks, in at least two newspapers in each county immediately prior to the holding of such examinations. The cost of publishing such notices and the necessary expenses of such examination shall be a charge upon each county, respectively, and shall be audited and paid by the board of supervisors thereof. The state superintendent of public instruction shall attend to the giving and publishing of the notices hereinbefore provided for. He may, in his discretion, direct that the examination in any county may be held at some other time and place than that above specified, in which case it shall be held as directed by him. He shall keep full records in his department of the reports of the different examiners, showing the age, post-office address and standing of each candidate, and shall notify candidates of their Notices of examinations.
Duty of state superintendent.

TITLE 13.

Liabilities
and restric-
tions im-
posed on
students.

rights under this act. He shall determine any controversies which may arise under the provisions of this act. He is hereby charged with the general supervision and direction of all matters in connection with the filling of such scholarships. Students enjoying the privileges of free scholarships shall, in common with the other students of said university, be subject to all of the examinations, rules and requirements of the board of trustees or faculty of said university, except as herein provided.

TITLE XIII.

Common School and Public Libraries.

Library
moneys,
apportion-
ment and
expendi-
ture of.

Require-
ments for
share in ap-
portion-
ment.

Apportion-
ment to
joint dis-
tricts.

Disposition
of unappor-
tioned
moneys.

Section 1. So much of the school library money as shall be needed for that purpose shall be apportioned among the several cities and school districts by the state superintendent of public instruction, who may, so far as consistent with law, make, alter or repeal any rules that he may deem proper for regulating the expenditure of the school library money and the administration and care of school libraries established or maintained under authority of this act; provided, that no portion of the school library money shall be expended except for books approved by the said superintendent. Said school libraries shall consist of reference books for use in the school-room, suitable supplementary reading books for children, or books relating to branches of study being pursued in the school and pedagogic books as aids to teachers. And no city or school district shall share in the apportionment unless it shall raise and use for the same purpose an equal amount from taxation or other local sources, and shall also comply with the requirements of the superintendent as to the care of such libraries and otherwise. Library moneys shall be apportioned to the school districts and parts of school districts joint with parts in any city or in any adjoining county which shall be entitled to participate therein as follows: To each of said districts an amount equal to that which shall have been raised in said district for library purposes, either by tax or otherwise; and if the aggregate amount so raised in the districts within the county, shall exceed the sum apportioned to the county, the said districts respectively shall be entitled to participate in such apportionment pro rata to the total amount apportioned to the county. All school library moneys unapportioned by school commissioners and remaining in the hands of county treasurers shall in

each succeeding year, be added to the school library money apportioned by the superintendent of public instruction to the counties of the state.

§ 2. The school library shall be a part of the school equipment ^{Use, etc., of school library.} and shall be kept in the school building at all times, and shall not be used as a circulating library, except that, so far as the rules fixed by the state superintendent shall allow, teachers and school officers or pupils, with the leave of the librarian, may borrow from said library any book not needed for reference in the school-room, but such persons shall not borrow more than one volume at a time and shall not keep the same more than two weeks. ^{The Librarian.} The board of education or trustees shall appoint a teacher of the schools under their charge as librarian, who, with the trustees, shall be responsible for the safety and proper care of the books, and shall annually, and whenever required, make such reports concerning the library as the state superintendent may direct.

§ 3. All existing provisions of law and rules established by the ^{Existing laws and rules applicable.} superintendent of public instruction for the management of district libraries shall hold good as to the management of school libraries till altered by or in pursuance of law.

§ 4. Each city and school district in the state is hereby author- ^{Tax.} ized to raise moneys by tax in the same manner as other school moneys are raised, or to receive moneys by gift or devise, for start- ^{Gifts and devises.} ing or extending or caring for the school library.

§ 5. Any board of education in any city or union free school ^{Transfer of books, etc., to free public libraries.} district, or any duly constituted meeting in any other district, is hereby authorized to give any or all of its books or other library property to any township or other free public library under state supervision, or to aid in establishing such free public library, provided it is free to the people of such city or district. A receipt from the officers of the said free public library, ^{Release of school authorities.} and an approval of the transfer under seal by the regents of the university, shall forever thereafter relieve the said school authorities of further responsibility for the said library and property so transferred.

§ 6. Any books or other library property belonging to any dis- ^{Public libraries may take books, etc., of district libraries.} trict library, and which have not been in direct charge of a librarian duly appointed within one year, may be taken and shall thereafter be owned by any public library under state supervision, which has received from the regents of the university written

TITLE 14.

permission to collect such books or library property, and to administer the same for the benefit of the public; provided, that said books or other library property shall be found in the territory for which such public library is maintained, as defined in its charter or in the permission granted by the regents; and further provided that, on written request of the school authorities, any dictionaries, cyclopedias and pedagogic books shall be placed in the school library of the district to which such books originally belong.

Delivery of
books and
property to
libraries.

Any person, association or corporation having possession of books or other property belonging to any school, district or other public library, except books regularly borrowed and charged for a period not yet expired, shall deliver the same within one month from the passage of this law to the legally appointed librarian of such library, or of the free public library, duly authorized to take the same as provided in this section, and willful neglect or refusal to comply with this provision shall be a misdemeanor.

Public not
entitled to
use of
school
library.

§ 7. The public shall not be entitled to use any library, now or hereafter in the custody of the school authorities, but said authorities may appoint three trustees who shall have the powers, duties and responsibilities of trustees of public libraries incorporated by the regents, and thereafter the school authorities may transfer to the custody of said trustees for the purposes of a circulating library any of their library property as provided in section five.

Withhold-
ing of
moneys by
superin-
tendent.

§ 8. The state superintendent of public instruction is hereby authorized to withhold its share of public school moneys from any city or district which uses school library moneys for any other purpose than that for which they are provided, or for any willful neglect or disobedience of the law or the rules or orders of said superintendent in the premises.

TITLE XIV.

Appeals to the Superintendent of Public Instruction.

Appeals to
superin-
tendent.

Section 1. Any person conceiving himself aggrieved in consequence of any decision made:

1. By any school district meeting;
2. By any school commissioner or school commissioners and other officers, in forming or altering, or refusing to form or alter,

any school district, or in refusing to apportion any school moneys to any such district or part of a district;

3. By a supervisor in refusing to pay any such moneys to any such district;

4. By the trustees of any district in paying or refusing to pay any teacher, or in refusing to admit any scholar gratuitously into any school;

5. By any trustees of any school library concerning such library, or the books therein, or the use of such books;

6. By any district meeting in relation to the library;

7. By any other official act or decision concerning any other matter under this act, or any other act pertaining to common schools, may appeal to the superintendent of public instruction, who is hereby authorized and required to examine and decide the same; and his decision shall be final and conclusive, and not subject to question or review in any place or court whatever.

Decision final.

§ 2. The superintendent, in reference to such appeals, shall have power:

Superintendents' powers.

1. To regulate the practice therein.

2. To determine whether an appeal shall stay proceedings, and prescribe conditions upon which it shall or shall not so operate.

3. To decline to entertain or to dismiss an appeal, when it shall appear that the appellant has no interest in the matter appealed from, and that the matter is not a matter of public concern, and that the person injuriously affected by the act or decision appealed from is incompetent to appeal.

4. To make all orders, by directing the levying of taxes or otherwise, which may, in his judgment, be proper or necessary to give effect to his decision.

§ 3. The superintendent shall file, arrange in the order of time, and keep in his office, so that they may be at all times accessible, all the proceedings on every appeal to him under this title, including his decision and orders founded thereon; and copies of all such papers and proceedings, authenticated by him under his seal of office, shall be evidence equally with the originals.

Record of appeals.

Copies thereof evidence.

TITLE XV.

Miscellaneous Provisions.

ARTICLE 1.

Of loss of school moneys apportioned; of forfeiture by school officers by reason of neglect to sue for penalties; of costs in suits which might have been the subjects of appeal to the superintendent of public instruction; of costs in suits, actions and proceedings other than appeals to the superintendent of public instruction.

Loss of
school
moneys
appor-
tioned.

Section 1. Whenever the share of school moneys or any portion thereof, apportioned to any town or school district, or any money to which a town or school district would have been entitled, shall be lost, in consequence of any willful neglect of official duty by any school commissioner, town clerk, trustees or clerks of school districts, the officer or officers guilty of such neglect shall forfeit to the town, or school district so losing the same, the full amount of such loss with interest thereon.

Forfeiture.

Neglect to
sue for
penalties.

§ 2. Where any penalty for the benefit of a school district, or of the schools of any school district, town, school commissioner district or county, shall be incurred, and the officer or officers, whose duty it is by law to sue for the same, shall willfully and unreasonably refuse or neglect to sue for the same, such officer or officers shall forfeit the amount of such penalty to the same use, and it shall be the duty of their successor or successors in office to sue for the same.

Forfeiture.

Action
against
school
officers
including
super-
visors.

§ 3. In any action against a school officer or officers, including supervisors of towns, in respect to their duties and powers under this act, for any act performed by virtue of or under the color of their offices, or for any refusal or omission to perform any duty enjoined by law, and which might have been the subject of an appeal to the superintendent, no costs shall be allowed to the plaintiff, in cases where the court shall certify that it appeared on the trial that the defendants acted in good faith. But this provision shall not extend to suits for penalties, nor to suits or proceedings to enforce the decisions of the superintendent.

Action by
school
officer.

§ 4. Whenever the trustees of any school district, or any school district officer or officers, have been or shall be instructed by a resolution of the district, at a meeting called for that purpose, to defend any action brought against them, or to bring or defend an

action or proceeding touching any district property or claim of the district, or involving its rights or interests, or to continue any such action or defense, all their costs and reasonable expenses, as well ^{Costs and expenses thereof} as all costs and damages adjudged against them, shall be a district charge and shall be levied by tax. If the amount claimed by them be disputed by a district meeting, it shall be adjusted by the county judge of any county in which the district or any part of it is situated.

§ 5. Whenever such trustees or any school district officer shall have brought or defended any such action or proceeding, without ^{Actions without direction of district.} any such resolution of the district meeting, and after the final determination of such suit or proceeding, shall present to any regular meeting of the inhabitants of the district, an account, in writing, of all costs, charges and expenses paid by him or them, with the items thereof, and verified by his or their oath or affirmation, and a majority of the voters at such meeting shall so direct, it shall be the duty of the trustees to cause the ^{Tax for costs and expenses.} same to be assessed upon and collected of the taxable property of said district, in the same manner as other taxes are by law assessed and collected; and, when so collected, the same shall be paid over, by an order upon the collector or treasurer to the officer or officers entitled to receive the same; but this provision shall not extend to suits for penalties, ^{Proviso.} nor to suits or proceedings to enforce the decisions of the superintendent of public instruction.

§ 6. Whenever an officer or officers mentioned in the last ^{Appeal on refusal to levy tax.} preceding section of this title shall have complied with the provisions of said section, and the inhabitants shall have refused to direct the trustees to levy a tax for the payment of the costs, charges and expenses therein mentioned, it shall be lawful for him or them, then and there, to give notice orally and publicly, ^{Notice to be given.} that he will appeal to the county judge of the county; and in case of his disability to act in the matter by reason of being disqualified, or otherwise, then to the district attorney of the county in which the school-house of said district is located, from the refusal of said meeting to vote a tax for the payment of said claim, and the inhabitants may, then and there, or at ^{Appointment of inhabitant to protect interest.} any subsequent district meeting, appoint one or more of the inhabitants of the district to protect the rights and interests of the district upon said appeal. And the officer or officers

TITLE 12.

Service of
copy of
account
upon town
clerk.

before mentioned shall thereupon, within ten days, serve upon the clerk of said district (or if there be no such clerk, upon the town clerk of the town) a copy of the aforesaid account, so sworn to, together with a notice, in writing, that on a certain day therein specified he or they intend to present such account to the county judge or to the district attorney, as the case may be, for settlement. And the clerk shall record such notice, together with the copy of the account, and the same shall be subject to the inspection of the inhabitants of the district.

Record of
notice.

Appear-
ance before
county
judge or
district
attorney.

And it shall be the duty of the person or persons appointed by any district meeting for that purpose, to appear before the county judge or the district attorney, as the case may be, on the day mentioned in the notice aforesaid, and to protect the rights of the district upon such settlement; and the expenses incurred in the performance of this duty shall be a charge upon said district, and the trustees, upon presentation of the account of such expenses, with the proper voucher therefor, may levy a tax therefor, or add the same to any other tax to be levied by them; and their refusal to levy said tax for the payment of said expenses, shall be subject to an appeal to the superintendent of public instruction.

Levy of tax
for expense

Hearing
before
county
judge and
decision
thereupon.

§ 7. Upon the appearance of the parties, or upon due proof of service of the notice and copy of the account, the county judge shall examine into the matter and hear the proofs and allegations presented by the parties, and decide by order whether or not the account, or any and what portion thereof, ought justly be charged upon the district, with costs and disbursements to such officer or officers, in his discretion, which costs and disbursements shall not exceed the sum of thirty dollars, and the decision of the county judge shall be final; but no portion of such account shall be so ordered to be paid which shall appear to such judge to have arisen from the willful neglect or misconduct of the claimant. The account with the oath of the party claiming the same shall be prima facie evidence of the correctness thereof. The county judge may adjourn the hearing from time to time, as justice shall seem to require.

Costs.

Proviso as
to payment

Evidence of
correctness
of account.

Adjourn-
ment of
hearing.

Record of
order.

§ 8. It shall be the duty of the trustees of any school district, within thirty days after service of a copy of such order upon them, or upon the district clerk, and notice thereof to them, or any two of them, to cause the same to be entered at length in

the book of record of said district, and to raise the amount thereby directed to be paid, by a tax upon the district, to be by them assessed and levied in the same manner as a tax voted by the district.

ARTICLE 2.

Changes in text-books.

Section 9. The boards of education, or such bodies as perform ^{Adoption and designation of text-books.} the functions of such boards in the several cities, villages and union free school districts of this state, shall have power and it shall be their duty to adopt and designate text-books to be used in the schools under their charge in their respective districts. In the common school districts in the state the text-books to be used in the schools therein shall be designated at any annual school meeting by a two-thirds vote of all the legal voters present and voting at such school meeting.

§ 10. When a text-book shall have been adopted for use in any ^{Change of text-books.} of the public or common schools in this state, as provided in the ninth section of this title, it shall not be lawful to supersede the text-book so adopted by any other book within a period of five years from the time of such adoption, except upon a three-fourths vote of the board of education, or of such body as performs the function of such board, where such board has made the designation, or upon a three-fourths vote of the legal voters present and voting at the annual school meeting in any common school district.

§ 11. Any person or persons violating any of the provisions of ^{Penalty for violation of provisions.} this act shall be liable to a penalty of not less than fifty dollars nor more than one hundred dollars for every such violation, to be sued for by any taxpayer of the school district, and recovered before any justice of the peace, said fine, when collected, to be paid to the collector or treasurer for the benefit of said school district.

ARTICLE 3.

Care of Code of Public Instruction.

§ 12. The trustee or trustees of each school district are hereby ^{Trustees custodians of code.} made the custodians of the code of public instruction belonging to such school district, and shall deliver the same to their successor or successors in office. And in case such copy of ^{Replacement in case of loss.} said code shall have been lost or destroyed through or by means of the fault or negligence of the trustee or trustees, the

TITLE 12.

trustees so permitting the same to be lost or destroyed shall, at their own expense, procure a copy of the latest edition of the code of public instruction and deliver the same to their successors or successors in office in lieu of the copy so lost or destroyed.

Penalty.

§ 13. Every trustee who fails to comply with the provisions of the foregoing section shall forfeit the sum of twenty-five dollars. This penalty shall be sued for by the supervisor of the town and shall be used in the purchase of books for the school library.

ARTICLE 4.

*Contracts between school districts and boards of education in cities and villages.***Contract for teaching children.**

§ 14. Whenever any school district adjoining a city or village of six thousand inhabitants, by a vote of a majority of the qualified voters of such district, shall empower the trustees thereof, the said trustees shall enter into a written contract with the board of education of such city or village, whereby all the children of such district may be entitled to be taught in the public schools of such city or village, for a period of not less than one hundred and sixty days in any school year, upon filing a copy of such contract duly certified by the trustees of such school district and by the secretary of the board of education of said city or village, in the office of the superintendent of public instruction. Such school district shall be deemed to have employed a competent teacher for such period, and shall be entitled to receive one distributive district quota each year, during which such contract shall be continued.

Effect of filing copy of contract.**Reports by city or village boards.**

§ 15. The board of education of any city or village so contracting with any school district shall report the number of persons of school age in such district, together with those resident in the city or village the same as though they were actual residents of the city or village, and shall report for the pupils attending the city or village schools from such district to the superintendent of public instruction, the same as though they were residents of such city or village.

Instructions to commissioners as to reports by trustees.

§ 16. It shall be the duty of the superintendent of public instruction to give to school commissioners such directions as may, in his judgment, be required and proper in relation to the reports to be made by the trustees of such districts to school commissioners.

ARTICLE 5.

Memorandum of contracts with teachers.

§ 17. All officers or boards of officers who shall employ any teacher to teach in any of the public schools of this state shall, at the time of such employment, make and deliver to such teacher, or cause to be made and delivered, a memorandum in writing, signed by said officer, or by the members of said board, or by some person duly authorized by said board, to represent them in the premises, in which the detail of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation and the time or times when such compensation shall be due and payable shall be clearly and definitely set forth. But nothing herein contained shall be deemed to abridge or otherwise affect the term of employment of any teacher now or hereafter employed in the public schools, nor to repeal or affect any provision of special laws concerning the employment or removal of teachers now in force in any particular locality.

§ 18. The pay of any teacher employed in the public schools of this state shall be due and payable at least as often as at the end of each calendar month of the term of employment.

ARTICLE 6.

Physiology and hygiene in the public schools.

§ 19. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under state control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

§ 20. No certificate shall be granted to any person to teach in the public schools of the state of New York who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

ARTICLE 7.

Free instruction in drawing.

§ 21. In each of the state normal schools the course of study shall embrace instruction in industrial or free-hand drawing. The board of education in each city in this state

TITLE II.

shall cause free instruction to be given in industrial or free-hand drawing in at least one department of the schools under their charge. The board of education of each union free school district shall cause free instruction to be given in industrial or free-hand drawing in the schools under their charge, unless excused therefrom by the superintendent of public instruction.

Evening
schools for
free in-
struction in
industrial
drawing.

§ 22. The board of education, or other body having supervision of the public schools in any city or union free school district in this state, is hereby authorized to establish and maintain evening schools for free instruction in industrial drawing, whenever the city authorities in any city or the qualified electors duly convened in any union free school district shall so direct, and shall make provision for the maintenance of such schools. In addition to the powers now conferred by law upon the authorities of any city, or upon the electors of any union free school district in the state, such authorities and such electors shall also have power, whenever they shall think it advisable, to raise such moneys as shall be necessary to carry out the purposes of this act.

Power to
raise
moneys
therefor.

ARTICLE 8.

Vocal music in public schools.

Free in-
struction in
vocal
music.

§ 23. In each of the state normal schools the course of study may embrace instruction in vocal music. The boards of education in each city, and in each union free school district incorporated under the laws of this state, may cause free instruction to be given in vocal music in the schools under their charge. The superintendent of public instruction may provide instruction in vocal music in all teachers' institutes held throughout the state.

ARTICLE 9.

Free kindergarten in cities and villages.

Establish-
ment of
free kinder-
garten in
certain
localities.

§ 24. The board of education, or the public school authorities of any city or village located in a county having less than one million inhabitants, and employing a superintendent of schools, may establish and maintain one or more free kindergarten schools. The money for the support of such schools shall be raised in like manner as for the support of the other public schools of the city or village. No child under the age of four years shall be admitted to these schools, and the local school authorities are hereby empowered to fix the highest age limit

Money for
support.

Admission
of pupils.

of children who may attend. All teachers employed in these schools shall be licensed in the same manner as teachers employed in the other public schools of this state, and shall be entitled to their distributive share in the district quotas. The attendance of children under the age of five years, who may be enrolled in these schools shall be reported separately, and shall not be counted in the distribution of public money.

Teachers.

Report of attendance.

ARTICLE 10.

Industrial training in the public schools.

§ 25. Boards or departments of education of cities and villages, and of union free schools and trustees of public school districts, are hereby authorized and empowered to establish and maintain a department or departments in the schools under their charge for industrial training and for teaching and illustrating the manual or industrial arts, and the principles underlying the same; and for that purpose they are respectively authorized to purchase and use such material and apparatus, and to establish and maintain such shops, and to employ such instructor or instructors, in addition to the other teachers in said schools, as in their judgment shall be deemed necessary or proper whenever the authorities or electors respectively now authorized by law to raise money by taxation for school purposes, shall make provision for the maintenance of such departments.

Industrial training departments authorized.

Purchase of material, employment of instructors, etc.

§ 26. All authorities and electors, respectively, now authorized by law to levy and raise taxes for school purposes, are hereby authorized to levy and raise by taxation, in addition to any amount or amounts which they are now, respectively, in any city, village or district, authorized by law to raise for school purposes, and in the same manner, and at a regular or special meeting, the necessary funds to establish and maintain such industrial departments as aforesaid.

Tax for establishment and maintenance of department.

§ 27. The state normal and training schools which are or hereafter may be established in this state, hereby are and shall be required to include in their courses of instruction the principles underlying the manual or industrial arts, and also the practical training in the same, to such an extent, as the superintendent of public instruction may prescribe, and to such further extent as the local boards, respectively, of said normal and training schools may prescribe.

Industrial training in normal schools.

TITLE 18.

ARTICLE 11.

*Schools for colored children.*Colored
schools in
cities and
villages.

§ 28. The school authorities of any city or incorporated village, the schools of which are or shall be organized under title eight of this act, or under special act, may, when they shall deem it expedient, establish a separate school or separate schools for the instruction of children and youth of African descent, resident therein, and over five and under twenty-one years of age; and such school or schools shall be supported in the same manner and to the same extent as the school or schools supported therein for white children, and they shall be subject to the same rules and regulations, and be furnished with facilities for instruction equal to those furnished to the white schools therein.

How sup-
ported, etc.Separate
schools in
union dis-
tricts.

§ 29. The trustees of any union school district, or of any school district organized under a special act, may, when the inhabitants of any district shall so determine, by resolution, at any annual meeting, or at a special meeting called for that purpose, establish a separate school or separate schools for the instruction of such colored children resident therein, and such schools shall be supported in the same manner and receive the same care, and be furnished with the same facilities for instruction, as the white schools therein.

Qualifica-
tions of
teachers.

§ 30. No person shall be employed to teach any of such schools who shall not, at the time of such employment, be legally qualified.

Colored
schools in
New York
city.

§ 31. The colored schools in the city of New York, now existing and in operation, shall hereafter be classed and known and be continued as ward schools, and primaries, with their present teachers, unless such teachers are removed in the manner provided by law, and such schools shall be under the control and management of the school officers of the respective wards in which they are located in the same manner and to the same extent as other ward schools, and shall be open for the education of pupils for whom admission is sought, without regard to race or color.

Control and
manage-
ment.

ARTICLE 12.

*Orphan schools.*Participa-
tion in dis-
tribution
of public
moneys.

§ 32. The schools of the several incorporated orphan asylum societies in this state, other than those in the city of New York, shall participate in the distribution of the school moneys, in the

same manner and to the same extent, in proportion to the number of children educated therein, as the common schools in their respective cities or districts. The schools of said societies shall be subject to the rules and regulations of the common schools in such cities or districts, but shall remain under the immediate management and direction of the said societies as heretofore. Rules and regulations.

ARTICLE 13.

Indian schools.

§ 33. The superintendent of public instruction shall be charged with providing the means of education for all the Indian children in the state. He shall cause to be ascertained the condition of the various bands in the state in respect to education; he shall establish schools in such places, and of such character and description as he shall deem necessary; he shall employ superintendents for such schools, and shall, with the concurrence of the comptroller and secretary of state, cause to be erected, where necessary, convenient buildings for their accommodation. Duty of superintendent of public instruction.

§ 34. In the discharge of the duties imposed by this act, the said superintendent shall endeavor to secure the co-operation of all the several bands of Indians, and for this purpose, shall visit, by himself or his authorized representative, all the reservations where they reside, lay the matter before them in public assembly, inviting them to assist either by appropriating their public moneys to this object, or by setting apart lands and erecting suitable buildings, or by furnishing labor or materials for such buildings, or in any other way which he or they may suggest as most effectual for the promotion of this object. Co-operation of Indians.

§ 35. In any contract which may be entered into with said Indians, for the use or occupancy of any land for school grounds, sites or buildings, care shall be taken to protect the title of the Indians to their lands, and to reserve to the state the right to remove or otherwise dispose of all improvements made at the expense of the state. Protection of Indian title to lands.

§ 36. The Indian children in the state, between the ages of four and twenty-one years, shall be entitled to draw public money the same as white children. The superintendent shall cause an annual enumeration of said Indian children to be made, and shall see that the public money, to which they are ratably entitled, is devoted exclusively to their education. Children entitled to draw money. Enumeration of children.

TITLE II.

Annual
appropriation.

§ 37. To carry into effect the provisions of this title the legislature shall annually appropriate the sum of six thousand dollars out of the revenues of the common school fund, to be paid by the treasurer, on the warrant of the comptroller, from time to time, to the order of the superintendent of public instruction.

Vouchers
and re-
ceipts for
exp-ndi-
tures.

§ 38. The superintendent shall take and file in his office, vouchers and receipts for all the expenditures made under this act, subject to the inspection of the joint committee to examine the accounts of the auditor and treasurer; and shall annually report to the legislature all his doings, by virtue of the authority vested in him; and for this purpose said superintendent may require full and detailed reports in such form as he may prescribe, from those having the immediate supervision of any Indian schools in this state.

Report to
legislature.Apportion-
ment of
state school
moneys.

§ 39. For the support of the Indian schools, already established and which may be established, the superintendent of public instruction, in his annual general apportionment of the state school moneys appropriated for the support of common schools, shall make an equitable apportionment, as provided by section five of title two of this act; and the moneys which shall be thus apportioned shall be paid out of the treasury upon the warrant of the superintendent, countersigned by the comptroller.

ARTICLE 14.

*Deaf and dumb and blind institutions.*Visitation
of institu-
tions by
superin-
tendent of
public
instruction.

§ 40. All the institutions for the instruction of the deaf and dumb, and blind, and all other similar institutions, incorporated under the laws of the state, or that may be hereafter incorporated, shall be subject to the visitation of the superintendent of public instruction, and it shall be his duty:

Duties of
superin-
tendent.

1. To inquire, from time to time, into the expenditures of each institution, and the systems of instruction pursued therein, respectively.

2. To visit and inspect or cause to be visited and inspected, the schools belonging thereto, and the lodgings and accommodations of the pupils.

3. To ascertain by a comparison with other similar institutions, whether any improvements in instruction and discipline can be made; and for that purpose to appoint, from time to time, suitable persons to visit the schools.

4. To suggest to the directors of such institutions and to the legislature such improvements as he shall judge expedient.

5. To make an annual report to the legislature on all the Annual report to legislature matters before enumerated, and particularly as to the condition of the schools, the improvement of the pupils, and their treatment in respect to board and lodging.

§ 41. All deaf and dumb persons resident in this state and upwards of twelve years of age, who shall have been resident in this state for three years immediately preceding the application, Deaf and dumb persons, eligibility of appointment. or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this state for three years immediately preceding the application, shall be eligible to appointment as state pupils in one of the deaf and dumb institutions of this state, authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications Eligibility of blind persons. shall be eligible to appointment to the institutions for the blind in

the city of New York or in the village of Batavia, as follows: All such as are residents of the counties of New York, Kings, Queens, Suffolk, Richmond, Westchester, Putnam and Rockland, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the state shall be sent to the institution for the blind in the village of Batavia. All such appointments with the exception of Duty of superintendent as to appointments. those to the institution for the blind in the village of Batavia shall be made by the superintendent of public instruction upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 42. Each pupil so received into either of the institutions afore State pupils, support of, et said shall be provided with board, lodging and tuition; and the directors of the institution shall receive for each pupil so provided for, the sum of dollars per annum, in quarterly payments, to be paid by the treasurer of the state, on the warrant of the comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils

TITLE 12.

trustees so permitting the same to be lost or destroyed shall, at their own expense, procure a copy of the latest edition of the code of public instruction and deliver the same to their successor or successors in office in lieu of the copy so lost or destroyed.

Penalty. § 13. Every trustee who fails to comply with the provisions of the foregoing section shall forfeit the sum of twenty-five dollars. This penalty shall be sued for by the supervisor of the town and shall be used in the purchase of books for the school library.

ARTICLE 4.

Contracts between school districts and boards of education in cities.

Contract for teaching children. § 14. Whenever any school district adjoining a city or village of six thousand inhabitants, by a vote of a majority of the qualified voters of such district, shall empower the trustees thereof, the said trustees shall enter into a written contract with the board of education of such city or village, whereby all the children of such district may be entitled to be taught in the public schools of such city or village, for a period of not less than one hundred and sixty days in any school year, upon filing a copy of such contract duly certified by the trustees of such school district and by the secretary of the board of education of said city or village, in the office of the superintendent of public instruction, such school district shall be deemed to have employed a competent teacher for such period, and shall be entitled to receive one distributive district quota each year, during which such contract shall be continued.

Effect of filing copy of contract.

Reports by city or village boards. § 15. The board of education of any city or village so contracting with any school district shall report the number of persons of school age in such district, together with those resident in the city or village the same as though they were actual residents of the city or village, and shall report for the pupils attending the city or village schools from such district to the superintendent of public instruction, the same as though they were residents of such city or village.

Instructions to commissioners as to reports by trustees.

§ 16. It shall be the duty of the superintendent of public instruction to give to school commissioners such directions as may, in his judgment, be required and proper in relation to the reports to be made by the trustees of such districts to school commissioners.

ARTICLE 5.

Memorandum of contracts with teachers.

§ 17. All officers or boards of officers who shall employ any teacher to teach in any of the public schools of this state shall, at the time of such employment, make and deliver to such teacher, or cause to be made and delivered, a memorandum in writing, signed by said officer, or by the members of said board, or by some person duly authorized by said board, to represent them in the premises, in which the detail of the agreement between the parties, and particularly the length of the term of employment, the amount of compensation and the time or times when such compensation shall be due and payable shall be clearly and definitely set forth. But nothing herein contained shall be deemed to abridge or otherwise affect the term of employment of any teacher now or hereafter employed in the public schools, nor to repeal or affect any provision of special laws concerning the employment or removal of teachers now in force in any particular locality.

§ 18. The pay of any teacher employed in the public schools of this state shall be due and payable at least as often as at the end of each calendar month of the term of employment.

ARTICLE 6.

Physiology and hygiene in the public schools.

§ 19. Provision shall be made by the proper local school authorities for instructing all pupils in all schools supported by public money, or under state control, in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

§ 20. No certificate shall be granted to any person to teach in the public schools of the state of New York who has not passed a satisfactory examination in physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants and narcotics upon the human system.

ARTICLE 7.

Free instruction in drawing.

§ 21. In each of the state normal schools the course of study shall embrace instruction in industrial or free-hand drawing. The board of education in each city in this state

TITLE 12.

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filing copy
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TITLE 12.

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Evening
schools for
free in-
struction in
industrial
drawing.

§ 22. The board of education, or other body having supervision of the public schools in any city or union free school district in this state, is hereby authorized to establish and maintain evening schools for free instruction in industrial drawing, whenever the city authorities in any city or the qualified electors duly convened in any union free school district shall so direct, and shall make provision for the maintenance of such schools. In addition to the powers now conferred by law upon the authorities of any city, or upon the electors of any union free school district in the state, such authorities and such electors shall also have power, whenever they shall think it advisable, to raise such moneys as shall be necessary to carry out the purposes of this act.

Power to
raise
moneys
therefor.

ARTICLE 8.

Vocal music in public schools.

Free in-
struction in
vocal
music.

§ 23. In each of the state normal schools the course of study may embrace instruction in vocal music. The boards of education in each city, and in each union free school district incorporated under the laws of this state, may cause free instruction to be given in vocal music in the schools under their charge. The superintendent of public instruction may provide instruction in vocal music in all teachers' institutes held throughout the state.

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Free kindergarten in cities and villages.

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Money for
support.

Admission
of pupils.

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Teachers.

Report of attendance.

ARTICLE 10.

Industrial training in the public schools.

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Industrial training departments authorized.

Purchase of material, employment of instructors, etc.

§ 26. All authorities and electors, respectively, now authorized by law to levy and raise taxes for school purposes, are hereby authorized to levy and raise by taxation, in addition to any amount or amounts which they are now, respectively, in any city, village or district, authorized by law to raise for school purposes, and in the same manner, and at a regular or special meeting, the necessary funds to establish and maintain such industrial departments as aforesaid.

Tax for establishment and maintenance of department.

§ 27. The state normal and training schools which are or hereafter may be established in this state, hereby are and shall be required to include in their courses of instruction the principles underlying the manual or industrial arts, and also the practical training in the same, to such an extent, as the superintendent of public instruction may prescribe, and to such further extent as the local boards, respectively, of said normal and training schools may prescribe.

Industrial training in normal schools.

TITLE 12.

ARTICLE 11.

*Schools for colored children.*Colored
schools in
cities and
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ported, etc.Separate
schools in
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§ 29. The trustees of any union school district, or of any school district organized under a special act, may, when the inhabitants of any district shall so determine, by resolution, at any annual meeting, or at a special meeting called for that purpose, establish a separate school or separate schools for the instruction of such colored children resident therein, and such schools shall be supported in the same manner and receive the same care, and be furnished with the same facilities for instruction, as the white schools therein.

§ 30. No person shall be employed to teach any of such schools who shall not, at the time of such employment, be legally qualified.

§ 31. The colored schools in the city of New York, now existing and in operation, shall hereafter be classed and known and be continued as ward schools, and primaries, with their present teachers, unless such teachers are removed in the manner provided by law, and such schools shall be under the control and management of the school officers of the respective wards in which they are located in the same manner and to the same extent as other ward schools, and shall be open for the education of pupils for whom admission is sought, without regard to race or color.

ARTICLE 12.

*Orphan schools.*Participa-
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same manner and to the same extent, in proportion to the number of children educated therein, as the common schools in their respective cities or districts. The schools of said societies shall be subject to the rules and regulations of the common schools in such cities or districts, but shall remain under the immediate management and direction of the said societies as heretofore.

Rules and regulations.

ARTICLE 13.

Indian schools.

§ 33. The superintendent of public instruction shall be charged with providing the means of education for all the Indian children in the state. He shall cause to be ascertained the condition of the various bands in the state in respect to education; he shall establish schools in such places, and of such character and description as he shall deem necessary; he shall employ superintendents for such schools, and shall, with the concurrence of the comptroller and secretary of state, cause to be erected, where necessary, convenient buildings for their accommodation.

Duty of superintendent of public instruction.

§ 34. In the discharge of the duties imposed by this act, the said superintendent shall endeavor to secure the co-operation of all the several bands of Indians, and for this purpose, shall visit, by himself or his authorized representative, all the reservations where they reside, lay the matter before them in public assembly, inviting them to assist either by appropriating their public moneys to this object, or by setting apart lands and erecting suitable buildings, or by furnishing labor or materials for such buildings, or in any other way which he or they may suggest as most effectual for the promotion of this object.

Co-operation of Indians.

§ 35. In any contract which may be entered into with said Indians, for the use or occupancy of any land for school grounds, sites or buildings, care shall be taken to protect the title of the Indians to their lands, and to reserve to the state the right to remove or otherwise dispose of all improvements made at the expense of the state.

Protection of Indian title to lands.

§ 36. The Indian children in the state, between the ages of four and twenty-one years, shall be entitled to draw public money the same as white children. The superintendent shall cause an annual enumeration of said Indian children to be made, and shall see that the public money, to which they are ratably entitled, is devoted exclusively to their education.

Children entitled to draw money.

Enumeration of children.

TITLE 1A.

Annual
appropriation.

§ 37. To carry into effect the provisions of this title the legislature shall annually appropriate the sum of six thousand dollars out of the revenues of the common school fund, to be paid by the treasurer, on the warrant of the comptroller, from time to time, to the order of the superintendent of public instruction.

Vouchers
and re-
ceipts for
expen-
ditures.

§ 38. The superintendent shall take and file in his office, vouchers and receipts for all the expenditures made under this act, subject to the inspection of the joint committee to examine the accounts of the auditor and treasurer; and shall annually report to the legislature all his doings, by virtue of the authority vested in him; and for this purpose said superintendent may require full and detailed reports in such form as he may prescribe, from those having the immediate supervision of any Indian schools in this state.

Report to
legislature.Apportion-
ment of
state school
moneys.

§ 39. For the support of the Indian schools, already established and which may be established, the superintendent of public instruction, in his annual general apportionment of the state school moneys appropriated for the support of common schools, shall make an equitable apportionment, as provided by section five of title two of this act; and the moneys which shall be thus apportioned shall be paid out of the treasury upon the warrant of the superintendent, countersigned by the comptroller.

ARTICLE 14.

*Deaf and dumb and blind institutions.*Visitation
of institu-
tions by
superin-
tendent of
public
instruction.

§ 40. All the institutions for the instruction of the deaf and dumb, and blind, and all other similar institutions, incorporated under the laws of the state, or that may be hereafter incorporated, shall be subject to the visitation of the superintendent of public instruction, and it shall be his duty:

Duties of
superin-
tendent.

1. To inquire, from time to time, into the expenditures of each institution, and the systems of instruction pursued therein, respectively.

2. To visit and inspect or cause to be visited and inspected, the schools belonging thereto, and the lodgings and accommodations of the pupils.

3. To ascertain by a comparison with other similar institutions, whether any improvements in instruction and discipline can be made; and for that purpose to appoint, from time to time, suitable persons to visit the schools.

4. To suggest to the directors of such institutions and to the legislature such improvements as he shall judge expedient.

5. To make an annual report to the legislature on all the Annual report to legislature matters before enumerated, and particularly as to the condition of the schools, the improvement of the pupils, and their treatment in respect to board and lodging.

§ 41. All deaf and dumb persons resident in this state and upwards of twelve years of age, who shall have been resident in this state for three years immediately preceding the application, Deaf and dumb persons, eligibility of. or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this state for three years immediately preceding the application, shall be eligible to appointment as state pupils in one of the deaf and dumb institutions of this state, authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications Eligibility of blind persons. shall be eligible to appointment to the institutions for the blind in

the city of New York or in the village of Batavia, as follows: All such as are residents of the counties of New York, Kings, Queens, Suffolk, Richmond, Westchester, Putnam and Rockland, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the state shall be sent to the institution for the blind in the village of Batavia. All such appointments with the exception of Duty of superintendent as to appointments. those to the institution for the blind in the village of Batavia, shall be made by the superintendent of public instruction upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions whereby some proportionate share of expense of educating and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 42. Each pupil so received into either of the institutions aforesaid shall be provided with board, lodging and tuition; and the State pupils, support of, &c. directors of the institution shall receive for each pupil so provided for, the sum of dollars per annum, in quarterly payments, to be paid by the treasurer of the state, on the warrant of the comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils

TITLE 15.

Term of instruction. attending the institution, and which bill shall be signed by the president and secretary of the institution, and verified by their oaths. The regular term of instruction for such pupils shall be five years; but the superintendent of public instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated state pupils; and all the existing provisions of law applicable to state pupils now in said institutions shall apply to pupils herein provided for.

Regulations as to admission of pupils. § 43. The superintendent of public instruction may make such regulations and give such directions to parents and guardians, in relation to the admission of pupils into either of the above-named institutions, as will prevent pupils entering the same at irregular periods.

ARTICLE 15.

Arbor day.

Arbor day. § 44. The Friday following the first day of May in each year shall be known throughout this state as arbor day.

Duty of school authorities. § 45. It shall be the duty of the authorities of every public school in this state to assemble the scholars in their charge on that day in the school building, or elsewhere, as they may deem proper, and to provide for and conduct, under the general supervision of the city superintendent or the school commissioner, or other chief officers having the general oversight of the public schools in each city or district, such exercises as shall tend to encourage the planting, protection and preservation of trees and shrubs, and an acquaintance with the best methods to be adopted to accomplish such results.

Course of exercise and instruction. § 46. The state superintendent of public instruction shall have power to prescribe from time to time a course of exercises and instruction in the subjects hereinbefore mentioned, which shall be adopted and observed by the public school authorities on arbor day, and upon receipt of copies of such course, sufficient in number to supply all the schools under their supervision, the school commissioner or city superintendent aforesaid shall promptly provide each of the schools under his or their charge with a copy, and cause it to be observed.

Annual appropriation. § 47. The legislature shall annually make an appropriation for carrying out the provisions of this act, upon the recommendation of the superintendent of public instruction.

ARTICLE 16.

Miscellaneous.

§ 48. The superintendent of public instruction, so soon as may be after the passage of this act, shall cause to be prepared under his supervision and to be printed, an edition of this statute, with brief annotations embodying such of the decisions of the courts of the state, and of the superintendents of public instruction as are applicable thereto, and such comments, explanations and instructions as he shall deem necessary or expedient, and to furnish to each of the school districts of the state one copy thereof, and the same shall be deposited with the trustee or trustees, and kept by him or them for the use of the inhabitants, as provided in article three of this title.

§ 49. All provisions of law repugnant to or inconsistent with the provisions of this act are hereby repealed, saving always all rights of action vested under such prior provisions, and proceedings commenced for the assertion thereof; but nothing herein contained, unless it be so expressed, shall be construed, unless by inevitable implication, to revive any act or portion of an act heretofore repealed; nor to impair or in any manner affect or change any special law touching the schools or school system of any city or incorporated village of the state, unless the same is so stated in this act.

§ 50. Laws repealed.—Of the laws enumerated in the schedule hereto annexed, that portion specified in the last column is repealed. Such repeal shall not revive a law repealed by any law hereby repealed, but shall include all laws amendatory of the laws hereby repealed.

§ 51. When to take effect.—This chapter shall take effect June thirtieth, eighteen hundred and ninety-four.

Schedule of Laws Repealed.

Laws of	Chapter	Sections.
1850.....	261.....	All.
1856.....	71.....	All.
1856.....	179.....	All.
1864.....	555.....	All.
1865.....	585.....	Section 9.
1865.....	647.....	All.
1866.....	78.....	All.

Schedule of Laws Repealed—(*Continued*).

Laws of	Chapter	Sections.
1866.....	800.....	All.
1867.....	84.....	All.
1867.....	406.....	All.
1867.....	819.....	All.
1871.....	329.....	All.
1871.....	359.....	All.
1871.....	746.....	All.
1874.....	514.....	All.
1875.....	322.....	All.
1875.....	567.....	All.
1877.....	161.....	All.
1877.....	219.....	All.
1877.....	413.....	All.
1878.....	173.....	All.
1878.....	174.....	All.
1878.....	248.....	All.
1879.....	134.....	All.
1879.....	264.....	All.
1879.....	396.....	All.
1879.....	405.....	All.
1880.....	9.....	All.
1880.....	27.....	All.
1880.....	210.....	All.
1880.....	527.....	All.
1881.....	492.....	All.
1881.....	528.....	All.
1881.....	632.....	All.
1882.....	115.....	All.
1882.....	381.....	All.
1883.....	75.....	All.
1883.....	172.....	All.
1883.....	250.....	All.
1883.....	294.....	All.
1883.....	414.....	All.
1884.....	30.....	All.
1884.....	49.....	All.
1884.....	89.....	All.
1884.....	179.....	All.

Schedule of Laws Repealed—(*Continued*).

Laws of	Chapter	Sections.
1884.....	248.....	All.
1884.....	413.....	All.
1885.....	340.....	All except § 12.
1886.....	199.....	All.
1886.....	292.....	All.
1886.....	591.....	All.
1886.....	595.....	All.
1886.....	615.....	All.
1880.....	655.....	All.
1887.....	291.....	All.
1887.....	333.....	All.
1887.....	334.....	All.
1887.....	335.....	All.
1887.....	538.....	All.
1887.....	540.....	All.
1887.....	592.....	All.
1887.....	672.....	All.
1888.....	27.....	All.
1888.....	196.....	All.
1888.....	209.....	All.
1888.....	331.....	All.
1888.....	334.....	All.
1888.....	533.....	All.
1889.....	90.....	All.
1889.....	245.....	All.
1889.....	328.....	All.
1889.....	333.....	All.
1890.....	73.....	All.
1890.....	74.....	All.
1890.....	170.....	All.
1890.....	175.....	All.
1890.....	431.....	All.
1890.....	524.....	All.
1890.....	526.....	All.
1890.....	534.....	All.
1890.....	548.....	All.
1892.....	573.....	All, except §§ 9, 10, 11 and 12.

Schedule of Laws Repealed—(*Concluded*).

Laws of	Chapter	Sections.
1893.....	484.....	All.
1893.....	485.....	All.
1893.....	500.....	All.
1893.....	636.....	All.
1894.....	127.....	All.
1894.....	229.....	All.

COMPULSORY EDUCATION LAW.

Chap. 671.

AN ACT to provide for the compulsory education of children.

BECAME a law May 12, 1894, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Short title.—This chapter shall be known as the compulsory education law.

§ 2. Definitions.—When used in this act, the term school authorities means the trustees or board of education or corresponding officers, whether one or more and by whatever name known, of a city, union free school district, common school district, or school district created by special law; the term persons in parental relation to a child, includes the parents, guardians or other persons, whether one or more, lawfully having the care, custody or control of such child. A child under sixteen years of age required by the persons in parental relation to such a child, to attend upon lawful instruction at a school or elsewhere, upon which such child is entitled to attend, is lawfully required to attend such school. A child between eight and sixteen years of age, who is required by law to attend upon instruction, and is required by the persons in parental relation to such child, to attend upon lawful instruction at school or elsewhere, upon which such child is entitled to attend, is lawfully required to attend upon such instruction, and if not required by the persons in parental relation to such child to attend upon any instruction, is lawfully required to attend a public school.

§ 3. Required attendance upon instruction.—Every child between eight and sixteen years of age, in proper physical and mental condition to attend school, shall regularly attend upon instruction at a school in which at least the common school branches of reading, spelling, writing, arithmetic, English grammar and geography are taught, or upon equivalent instruction.

by a competent teacher elsewhere than at a school, as follows: Every such child between fourteen and sixteen years of age, not regularly and lawfully engaged in any useful employment or service, and every such child between eight and twelve years of age, shall so attend upon instruction as many days annually, during the period between the first days of October and the following June, as the public school of the district or city in which such child resides, shall be in session during the same period. Every child between twelve and fourteen years of age in proper physical and mental condition to attend school, shall attend upon instruction during such period, at least eighty secular days of actual attendance, which shall be consecutive except for holidays, vacations and detentions by sickness, which holidays, vacations and detentions shall not be counted as a part of such eighty days, and such child shall, in addition to the said eighty days, attend upon instruction when not regularly and lawfully engaged in useful employment or service. If any such child shall so attend upon instruction elsewhere than at a public school, such instruction shall be at least substantially equivalent to the instruction given to children of like age at the public school of the city or district in which such child resides; and such attendance shall be for at least as many hours of each day thereof, as are required of children of like age at public schools; and no greater total amount of holidays and vacations shall be deducted from such attendance during the period such attendance is required, than is allowed in such public school to children of like age. Occasional absences from such attendance, not amounting to irregular attendance in the fair meaning of the term, shall be allowed upon such excuses only as would be allowed in like cases by the general rules and practice of such public school.

§ 4. Duties of persons in parental relation to children.— Every person in parental relation to a child between eight and sixteen years of age in proper physical and mental condition to attend school, shall cause such child to so attend upon instruction or shall give notice to the school authorities of his city or district of his inability so to do. A violation of this section shall be a misdemeanor, punishable for the first offense by a fine not exceeding five dollars, and for each subsequent offense by a fine not exceeding fifty dollars or by imprisonment not exceeding thirty days or

by both such fine and imprisonment. Courts of special sessions shall, subject to removal as provided in sections fifty-seven and fifty-eight of the code of criminal procedure, have exclusive jurisdiction, in the first instance, to hear, try and determine charges of violations of this section, within their respective jurisdictions.

§ 5 Persons employing children unlawfully to be fined.— It shall be unlawful for any person, firm or corporation to employ any child between the ages of eight and twelve years in any business or service whatever, during any part of the term during which the public schools of the district in which the child resides, are in session; or to employ any child between twelve and fourteen years of age who does not, at the time of such employment, present a certificate signed by the superintendent of schools of the city or district in which the child resides, or, where there is no superintendent, by such other officer as the school authorities may designate, certifying that such child has complied with the law relating to attendance at school during the school year between September and July, then current; and any person who shall employ any child contrary to the provisions of this section shall, for each offense, forfeit and pay to the treasurer of the city or village or to the supervisor of the town in which such offense shall occur, a penalty of fifty dollars, the same, when paid, to be added to the public school moneys of the city, village or district in which the offense occurred.

§ 6. Teachers' record of attendance.— An accurate record of the attendance of all children between eight and sixteen years of age shall be kept by the teacher of every school, showing each day by the year, month, day of the month and day of the week, such attendance, and the number of hours in each day thereof; and each teacher upon whose instruction any such child shall attend elsewhere than at a school, shall keep a like record of such attendance. Such records shall, at all times, be open to the attendance officers or other persons duly authorized by the school authorities of the city or district, who may inspect or copy the same, and every such teacher shall fully answer all inquiries lawfully made by such authorities, inspectors or other persons, and a willful neglect or refusal so to answer any such inquiry shall be a misdemeanor.

§ 7. Attendance officers in cities and union free school districts.— The school authorities of each city and union free school district shall appoint and remove at pleasure one or more attend-

ance officers of such city or district, and shall fix their compensation; and may prescribe their duties not inconsistent with this act, and may make rules and regulations for the performance thereof; and the superintendent of schools of such city or district, if there be one, shall supervise the enforcement of this act within said city or district.

§ 8. Arrest of truants.—The attendance officer may arrest without warrant any child between eight and sixteen years of age, found away from his home, and who then is a truant from instruction, upon which he is lawfully required to attend within the city or district of such attendance officer. He shall forthwith deliver a child so arrested either to the custody of a person in parental relation to the child, or of a teacher from whom such child is then a truant, or, in case of habitual and incorrigible truants, shall bring them before a police magistrate for commitment by him to a truant school as provided for in the next section. The attendance officer shall promptly report such arrest, and the disposition made by him of such child, to the school authorities of his city or district or to such person as they may direct.

§ 9. Truant schools.—The school authorities of a city or union free school district may establish schools, or set apart separate rooms in public school buildings, for children between seven and sixteen years of age, who are habitual truants from instruction which they are lawfully required to attend, or who are insubordinate or disorderly during their attendance upon such instruction, or irregular in such attendance. Such school or room shall be known as a truant school; but no person convicted of crimes or misdemeanors, other than truancy, shall be committed thereto. Such authorities may provide for the confinement, maintenance and instruction of such children in such schools; and may, after reasonable notice to such child, and the persons in parental relation to such child, and an opportunity for them to be heard, and with the consent of the persons in parental relation to such child, order such child to attend such school or to be confined and maintained therein for such period and under such rules and regulations as such authorities may prescribe, not exceeding the remainder of the school year, or may order such child to be confined and maintained during such period in any private school, orphans' home or similar institution controlled by persons of the same religious faith as the persons in parental rela-

tion to such child, and which is willing and able to receive, confine and maintain such child, upon such terms as to compensation as may be agreed upon between such authorities and such private school, orphans' home or similar institution. If the persons in parental relation to such child shall not consent to either such order, such conduct of the child shall be deemed disorderly conduct, and the child may be proceeded against as a disorderly person, and upon conviction thereof, if the child was lawfully required to attend a public school, the child shall be sentenced to be confined and maintained in such truant school for the remainder of the current school year; or if such child was lawfully required to attend upon instruction otherwise than at a public school, the child may be sentenced to be confined and maintained for the balance of such school year, in such private school, orphans' home or other similar institution, if there be one, controlled by persons of the same religious faith as the persons in parental relation to such child, which is willing and able to receive, confine and maintain such child for a reasonable compensation, which shall be a charge against the city or district. Such confinement shall be conducted with a view to the improvement, and to the restoration, as soon as practicable, of such child to the institution elsewhere, upon which he may be lawfully required to attend. Every child suspended from attendance upon instruction by the authorities in charge of furnishing such instruction, for more than one week, shall be required to attend such truant school during the period of such suspension. The school authorities of any city or school district, not having a truant school, may contract with any other city or district or county having a truant school, for the confinement, maintenance and instruction therein of children whom such school authorities might require to attend a truant school, if there were one in their own city or district. Industrial training shall be furnished in every such truant school.

*§ 10. Withholding the State moneys by State superintendent.—The State superintendent of public instruction may withhold one-half of all public school moneys from any city or district, which, in his judgment, willfully omits and refuses to enforce the provisions of this act, after due notice, so often and so long as such willful omission and refusal shall, in his judgment, con-

* As amended by section 1, chapter 988, Laws of 1895.

tinue; but whenever the provisions of this act have been complied with, all moneys so withheld shall be paid over by said State superintendent to such city or district. The said State superintendent is hereby authorized and empowered to employ such assistants as he may deem necessary to properly carry this act into effect. He may remove such assistants from time to time and appoint their successors. He shall fix their salaries, and under his direction such assistants shall investigate the extent to which this act is complied with in the cities and school districts of the State, and make such reports, and perform such other duties as the said superintendent shall determine. Such assistants shall be paid, in addition to their salaries, their necessary traveling and other expenses incurred in the discharge of their official duties, to be audited by the State superintendent. The sum of twelve thousand dollars is hereby appropriated out of any moneys in the treasury not otherwise appropriated, for the purpose of carrying out the provisions of this act, including payment of salaries, expenses, and blanks, to be paid upon the warrant of the comptroller on the order of the State superintendent of public instruction.

§ 11. All acts or parts of acts inconsistent with this act are hereby repealed.

§ 12. This act shall take effect January first, eighteen hundred and ninety-five.

§ 13. This chapter shall be known as title sixteen of the "Consolidated School Law."

APPENDIX.



APPENDIX.

This appendix contains portions of the general laws of the State, relating to schools and the duties of school officers, not properly forming a part of the "Consolidated School Law," a knowledge of which is important and necessary on the part of school district officers, and to which their attention and examination is specially called.

It also contains the laws relating to normal schools, and the rules of practice of the Department of Public Instruction upon appeals and of the procedure for the removal of school officers by the Superintendent of Public Instruction.

Vaccination of School Children.

CHAP. 661.

AN ACT in relation to the public health, constituting chapter twenty-five of the general laws.

PASSED May 9, 1893.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

CHAPTER XXV OF THE GENERAL LAWS.

The Public Health Law.

Section 200. No child or person not vaccinated shall be admitted or received into any of the public schools of the state, and the trustees or other officers having the charge, management or control of such schools shall cause this provision of law to be enforced. They may adopt a resolution excluding such children and persons not vaccinated from such school until vaccinated, and when any such resolution has been adopted, they shall give at least ten days' notice thereof, by posting copies of the same in at least two public and conspicuous places within the limits of the school government, and shall announce therein that due provision has been made, specifying it, for the vaccination of any child or person of suitable age desiring to attend the school, and whose parents or guardians are unable to procure vaccination for them, or who are, by reason of poverty, exempted from taxation in such district.

Vaccination of school children.

Sec. 201. Such trustees or board may appoint a competent physician and fix his compensation, who shall ascertain the number of children or persons in a school district, or in a subdivision of a city school government, of suitable age to attend the common schools, who have not been vaccinated and furnish such trustees or board a list of their names. Every such physician shall provide himself with good and reliable vaccine virus with which to vaccinate such children or persons as such trustees or board shall direct, and give certificates of vaccination when required, which shall be evidence that the child or person to whom given has been vaccinated. The expenses incurred in carrying into effect the provisions of this and the preceding section shall be deemed a part of the expense of maintaining such school, and shall be levied and collected in the same manner as other school expenses. The trustees of the several school districts of the state shall include in their annual report the number of vaccinated and unvaccinated children of school age in their respective districts.

Appointment of physician.

Trustees to report

Assessment and Taxation — Land in Forest Preserve.

CHAP. 395.

AN ACT to amend the game law and to repeal chapter three hundred and thirty-two, laws of eighteen hundred and ninety-three, entitled "An act in relation to the forest preserve and Adirondack park, constituting articles six and seven of chapter forty-three of the general laws."

PASSED April 25, 1895.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

Forest
preserve.

Section 270. The forest preserve shall include the lands now owned or hereafter acquired by the state within the counties of Clinton, except the towns of Altona and Dannemora, Delaware, Essex, Franklin, Fulton, Hamilton, Herkimer, Lewis, Oneida, Saratoga, St. Lawrence, Warren, Washington, Greene, Ulster and Sullivan except :

1. Lands within the limits of any village or city; and,

2. Lands not wild lands, acquired by the state on foreclosure of mortgages made to the commissioners for loaning certain moneys of the United States, usually called the United States deposit fund.

Taxation of
forest pre-
serve.

Assessors
to file copy
of assess-
ment-roll
with com-
ptroller and
forest com-
mission.

What as-
sessment-
roll shall
state.

Compt-
roller may
correct as-
sessment.

Tax for
erection of
school-
house.

How pay-
ments of
taxes to be
made

Sec. 274. All wild or forest land within the forest preserve shall be assessed and taxed at a like valuation and rate as similar lands of individuals within the counties where situated. On or before August first in every year the assessors of the town within which the lands so belonging to the state are situated shall file in the office of the comptroller, and of the board of fisheries, game and forest, a copy of the assessment-roll of the town which, in addition to the other matter now required by law, shall state and specify which and how much, if any, of the lands assessed are forest lands, and which and how much, if any, are lands belonging to the state; such statements and specifications to be verified by the oaths of a majority of the assessors. The comptroller shall thereupon and before the first day of September following, and after hearing the assessors and board of fisheries, game and forest, if they or any of them so desire, correct or reduce any assessment of state land which may be in his judgment an unfair proportion to the remaining assessment of land within the town, and shall in other respects approve the assessment and communicate such approval to the assessors. No such assessment of state lands shall be valid for any purpose until the amount of assessment is approved by the comptroller, and such approval attached to and deposited with the assessment-roll of the town and therewith delivered by the assessors of the town to the supervisors thereof or other officer authorized to receive the same from the assessors. No tax for the erection of a school-house or opening of a road shall be imposed on the state lands, unless such erection or opening shall have been first approved in writing by the board of fisheries, game and forest. Payment of the lawful and just amount of the taxes imposed under this section on lands so belonging to the state shall in every year be made by the treasurer of the state on the certificate of the comptroller by allowing to the treasurer of the county in which such lands are situated a credit of the amount of such taxes due on such lands payable by such county treasurer in such year to the state for state taxes; but no fees shall be allowed by the comptroller to the county treasurers in adjusting their accounts for such portion of the state taxes so paid.

Stockholders in Banks and Banking Associations.

* CHAP. 409.

AN ACT to revise the statutes of this state relating to banks, banking and trust companies.

PASSED July 1, 1882.

TITLE XII.

Section 312. The stockholders in every bank or banking association organized under the authority of this state or of the United States, shall be assessed and taxed on the value of their shares of stock therein; said shares shall be included in the valuation of the personal property of such stockholders in the assessment of taxes at the place, city, town or ward where such bank or banking association is located, and not elsewhere, whether the said stockholders reside in said place, city, town or ward or not; but in the assessment of said shares each stockholder shall be allowed all the deductions and exceptions allowed by law in assessing the value of other taxable personal property owned by individual citizens of this state, and the assessment and taxation shall not be at a greater rate than is made or assessed upon other moneyed capital in the hands of individual citizens of this state. In making such assessment there shall also be deducted from the value of such shares such sum as in the same proportion to such value as is the assessed value of the real estate of the bank or banking association, and in which any portion of their capital is invested, in which said shares are held to the whole amount of the capital stock of said bank or banking association. Nothing herein contained shall be held or construed to exempt the real estate of banks or banking associations from either state, county or municipal taxes, but the same shall be subject to state, county, municipal and other taxation to the same extent and rate and in the same manner according to its value as other real estate is taxed. The local authorities charged by law with the assessment of the said shares shall, within ten days after they have completed such assessment, give written notice to each bank or banking association of such assessment of the shares of its respective shareholders, and no personal or other notice to such shareholders of such assessment shall be necessary for the purpose of this act.

Sec. 313. There shall be kept at all times in the office where the business of each bank or banking association organized under the authority of this state, or of the United States, shall be transacted, a full and correct list of the names and residences, and in cities the residences and street number thereof, of all the stockholders therein and of the number of shares held by each; and such list shall be subject to the inspection of the officers authorized to assess taxes during the business hours of each day in which business may be legally transacted, and it shall be the duty of the managing officer or officers of such bank or banking association to furnish to the officers authorized to assess taxes in the town or ward where such bank or banking association is located, when requested to do so by such officers, and, in the city of New York, on or before the first day of December in each year, a list of the names and residences of such shareholders and the number of shares held by each, together with a statement of the nominal capital and the number of shares and par value of shares of such bank or banking association, and the location and assessed value of all real estate owned by such bank or banking association and in which any portion of its capital is invested, such list and statement to be certified under oath by the managing officer or officers of such bank or banking association, and the names of the holders of such shares appearing upon such list shall be deemed the names of the owners of such shares as are set opposite them respectively for the purposes of assessment and taxation, as provided for in this chapter.

Sec. 314. When the owner of stock in any bank or banking association organized under the laws of this state, or of the United States; shall not reside at the same place where the bank or banking association is located, the collector and county treasurer shall, respectively, have the same

* As amended by sections 2, 3 and 4 of chapter 714, Laws of 1892.

Assessment and Taxation — Land in Forest Preserve.

CHAP. 395.

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PASSED April 25, 1895.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

Forest
preserve.

Section 270. The forest preserve shall include the lands now owned or hereafter acquired by the state within the counties of Clinton, except the towns of Altona and Dannemora, Delaware, Essex, Franklin, Fulton, Hamilton, Herkimer, Lewis, Oneida, Saratoga, St. Lawrence, Warren, Washington, Greene, Ulster and Sullivan except :

1. Lands within the limits of any village or city; and,

2. Lands not wild lands, acquired by the state on foreclosure of mortgages made to the commissioners for loaning certain moneys of the United States, usually called the United States deposit fund.

Taxation of
forest pre-
serve.

Sec. 274. All wild or forest land within the forest preserve shall be assessed and taxed at a like valuation and rate as similar lands of individuals within the counties where situated. On or before August first in every year the assessors of the town within which the lands so belonging to the state are situated shall file in the office of the comptroller, and of the board of fisheries, game and forest, a copy of the assessment-roll of the town which, in addition to the other matter now required by law, shall state and specify which and how much, if any, of the lands assessed are forest lands, and which and how much, if any, are lands belonging to the state; such statements and specifications to be verified by the oaths of a majority of the assessors. The comptroller shall thereupon and before the first day of September following, and after hearing the assessors and board of fisheries, game and forest, if they or any of them so desire, correct or reduce any assessment of state land which may be in his judgment an unfair proportion to the remaining assessment of land within the town, and shall in other respects approve the assessment and communicate such approval to the assessors. No such assessment of state lands shall be valid for any purpose until the amount of assessment is approved by the comptroller, and such approval attached to and deposited with the assessment-roll of the town and therewith delivered by the assessors of the town to the supervisors thereof or other officer authorized to receive the same from the assessors.

Assessors
to file copy
of assess-
ment-roll
with com-
ptroller and
forest com-
mission.

What as-
sessment-
roll shall
state.

Compt-
roller may
correct as-
sessment.

Tax for
erection of
school-
house.

How pay-
ments of
taxes to be
made

No tax for the erection of a school-house or opening of a road shall be imposed on the state lands, unless such erection or opening shall have been first approved in writing by the board of fisheries, game and forest. Payment of the lawful and just amount of the taxes imposed under this section on lands so belonging to the state shall in every year be made by the treasurer of the state on the certificate of the comptroller by allowing to the treasurer of the county in which such lands are situated a credit of the amount of such taxes due on such lands payable by such county treasurer in such year to the state for state taxes; but no fees shall be allowed by the comptroller to the county treasurers in adjusting their accounts for such portion of the state tax so paid.

Stockholders in Banks and Banking Associations.

* CHAP. 409.

AN ACT to revise the statutes of this state relating to banks, banking and trust companies.

PASSED July 1, 1892.

TITLE XII.

Section 312. The stockholders in every bank or banking association organized under the authority of this state or of the United States, shall be assessed and taxed on the value of their shares of stock therein; said shares shall be included in the valuation of the personal property of such stockholders in the assessment of taxes at the place, city, town or ward where such bank or banking association is located, and not elsewhere, whether the said stockholders reside in said place, city, town or ward or not; but in the assessment of said shares each stockholder shall be allowed all the deductions and exceptions allowed by law in assessing the value of other taxable personal property owned by individual citizens of this state, and the assessment and taxation shall not be at a greater rate than is made or assessed upon other moneyed capital in the hands of individual citizens of this state. In making such assessment there shall also be deducted from the value of such shares such sum as in the same proportion to such value as is the assessed value of the real estate of the bank or banking association, and in which any portion of their capital is invested, in which said shares are held to the whole amount of the capital stock of said bank or banking association. Nothing herein contained shall be held or construed to exempt the real estate of banks or banking associations from either state, county or municipal taxes, but the same shall be subject to state, county, municipal and other taxation to the same extent and rate and in the same manner according to its value as other real estate is taxed. The local authorities charged by law with the assessment of the said shares shall, within ten days after they have completed such assessment, give written notice to each bank or banking association of such assessment of the shares of its respective shareholders, and no personal or other notice to such shareholders of such assessment shall be necessary for the purpose of this act.

Sec. 313. There shall be kept at all times in the office where the business of each bank or banking association organized under the authority of this state, or of the United States, shall be transacted, a full and correct list of the names and residences, and in cities the residences and street number thereof, of all the stockholders therein and of the number of shares held by each; and such list shall be subject to the inspection of the officers authorized to assess taxes during the business hours of each day in which business may be legally transacted, and it shall be the duty of the managing officer or officers of such bank or banking association to furnish to the officers authorized to assess taxes in the town or ward where such bank or banking association is located, when requested to do so by such officers, and, in the city of New York, on or before the first day of December in each year, a list of the names and residences of such shareholders and the number of shares held by each, together with a statement of the nominal capital and the number of shares and par value of shares of such bank or banking association, and the location and assessed value of all real estate owned by such bank or banking association and in which any portion of its capital is invested, such list and statement to be certified under oath by the managing officer or officers of such bank or banking association, and the names of the holders of such shares appearing upon such list shall be deemed the names of the owners of such shares as are set opposite them respectively for the purposes of assessment and taxation, as provided for in this chapter.

Sec. 314. When the owner of stock in any bank or banking association organized under the laws of this state, or of the United States; shall not reside at the same place where the bank or banking association is located, the collector and county treasurer shall, respectively, have the same

* As amended by sections 2, 3 and 4 of chapter 714, Laws of 1899.

powers as to collecting the tax to be assessed by this act as they have by law when the person assessed has removed from the town, ward or county in which the assessment was made, and the county treasurer, receiver of taxes or other officer authorized to receive such tax from the collector may, all or either of them, have an action to collect the tax from the avails of the sale of his, her or their shares of stock, and the tax on the share or shares of said stock shall be and remain a lien thereon from the day when the property is by law assessed, till the payment of said tax, and if transferred after such day, the transfer shall be subject to such lien. The county treasurer, receiver of taxes or other officer authorized to receive such tax on default or neglect to pay the same, may by action in any court of record foreclose said constructive and statutory lien, and may also pursue the same remedies as now provided by law for enforcing payment of personal taxes against residents.

A lien upon stock.

Dividends to be retained by bank to pay tax.

Sec. 315. For the purpose of collecting the taxes to be assessed under the last three preceding sections of this act, and in addition to any other law of this state not in conflict with the Constitution of the United States relative to the imposition of assessment and collection of taxes, it shall be the duty of every such bank or banking association and the managing officer or officers thereof to retain and within thirty days after declaring the same to pay over to the collector, county treasurer or receiver of taxes so much of any dividend or dividends belonging to such stockholder as shall be necessary to pay any taxes assessed in pursuance of the last three preceding sections of this act, unless it shall be made to appear to such officer or officers that such taxes have been paid previously by the shareholders.

Shareholders of state and national banks to be taxed alike

Sec. 318. The shareholders of any bank, banking association, or corporation doing a banking business under the general banking law or a special charter of this state shall be assessed and taxed with respect to their shares of stock, only at the same rate and place, to the same extent and in the same manner as shareholders of national banks may be liable at the same time to be assessed and taxed by authority of the state of New York; provided, however, that no debts shall be deducted from any such assessment of any person applying for the benefit of this act, which have been deducted from the assessment of other personal property of such person; and in making application for such deduction, every person making the application shall make oath that he has not applied to have such debts deducted from any other assessment against him and that no such deduction has been made.

Intent of foregoing section.

Sec. 319. It is hereby declared that the true intent and meaning of the last preceding section of this act is to place and maintain shareholders of banks, associations and corporations aforesaid upon an equality in the particular in this act referred to, with the shareholders of national banks organized under the act of congress, entitled "An act to provide a national currency secured by a pledge of United States bonds, and to provide for the circulation and redemption thereof, approved June third, eighteen hundred and sixty-four;" and all acts and parts of acts inconsistent with the provisions hereof are hereby repealed.

Tax upon individual bankers.

Sec. 320. Every individual banker doing business under the laws of this state is hereby required to declare upon oath before the assessor the amount of capital invested in such banking business, and each one hundred dollars of such capital for the purpose of this act, and for the purpose of taxation, shall be held and regarded as one individual share in such banking business, and such shares are hereby declared to be personal property. If such banker have partners he shall declare upon oath before the assessor the number of shares held by each of them in such banking business ascertained as above provided; and the shares so held by any partner shall be included in the valuation of his taxable property in the assessment of all taxes levied in the town, school district or ward where such individual banker is located, and not elsewhere; and such individual banker shall pay the same and make the amount so paid a charge in his accounts with such partners; and if such individual bankers have no partners, he shall be held to be the owner of all the shares in such business of banking, and the same shall be included in the valuation of his personal property in the assessment of all taxes levied in the town, school district or ward where his bank is located, and not elsewhere.

Apportioning Valuation of Railroads, Telegraph, Telephone and Pipe-line Companies.

CHAP. 694.

AN ACT in relation to the valuation of the property of railroad companies in school districts, for the purpose of taxation.

PASSED April 23, 1867.

*Section 1. It shall be the duty of the town assessors, within fifteen days after the completion of their annual assessment list, to apportion the valuation of the property of each and every railroad, telegraph, telephone and pipe-line company as appears on such assessment list, among the several school districts in their town, in which any portion of said property is situated, giving to each of said districts their proper portion, according to the proportion that the value of said property in each of such districts bears to the value of the whole thereof in said town.

†Sec. 2. Such apportionment shall be in writing, and shall be signed by said assessors, or a majority of them, and shall set forth the number of each district and the amount of the valuation of the property of each railroad, telegraph, telephone, and pipe-line companies apportioned to each of said districts; and such apportionment shall be filed with the town clerk by said assessors, or one of them, within five days after being made; and the amount so apportioned to each district shall be the valuation of the property of each of said companies, on which all taxes against said companies in and for said districts shall be levied and assessed, until the next annual assessment and apportionment.

‡Sec. 3. In case the assessors shall neglect to make such apportionment it shall be the duty of the supervisor of the town, on the application of the trustees or board of education of any district, or of any railroad, telegraph, telephone or pipe-line company, to make such apportionment in the same manner and with the like effect as if made by said assessor.

Sec. 4 The town clerk shall, whenever requested, furnish to the trustees or board of education of each district, a certified statement of the amounts apportioned to such district, and the name of the company to which the same relates.

§Sec. 5. In case any alteration shall be made in any school district affecting the property of any railroad, telegraph, telephone or pipe-line company, the officer making such alteration shall, at the same time, determine what change in the valuation of said property in such district would be just, on account of the alteration of district, and of the valuation shall be accordingly changed.

Sec. 6. This act shall take effect immediately.

Railroad Companies — Collection of Taxes.

CHAP. 675.

AN ACT to facilitate the payment of school taxes by railroad companies.

PASSED July 25, 1881.

¶Section 1. It shall be the duty of the school collector in each school district in this state, except in the counties of New York, Kings and Cattaraugus, within five days after the receipt by such collector of any and every tax or assessment-roll of his district, to prepare and deliver to the county treasurer of the county in which such district, or the greater part thereof, is situated, a statement showing the name of each railroad company appearing in said roll, the assessment against each of

* As amended by section 1, chapter 414, Laws of 1884.

† As amended by section 2, chapter 44, Laws of 1884.

‡ As amended by section 12, chapter 340, Laws of 1893.

§ See following chapter.

¶ As amended by section 1, chapter 319, Laws of 1882, and by chapter 553, Laws of 1885.

Town assessors to apportion valuation; the property of railroad, telegraph, telephone, and pipe-line companies. Apportionment to be in writing and to be filed with town clerk.

Supervisor may apportion if assessors neglect.

Town clerk to furnish certified statement of apportionment to trustees. When change in district is made.

School collectors to deliver statement to county treasurer of every tax or assessment against railroad companies in their districts.

County
treasurer
must there-
upon notify
the ticket
agent of
such rail-
road com-
pany.

said companies for real and personal property respectively, and the tax against each of said companies. It shall thereupon be the duty of such county treasurer, immediately after the receipt by him of such statement from such school collector, to notify the ticket agent of any such railroad company assessed for taxes at the station nearest to the office of such county treasurer personally or by mail, of the fact that such statement has been filed with him by such collector, at the same time specifying the amount of tax to be paid by such railroad company.

Sec. 2. Any railroad company heretofore organized, or which may hereafter be organized, under the laws of this state, may within thirty days after the receipt of such statement by such county treasurer, pay the amount of tax so levied or assessed against it in such district and in such statement mentioned and contained with one per centum fees thereon, to such county treasurer, who is hereby authorized and directed to receive such amount and to give proper receipt therefor.

Sec. 3. In case any railroad company shall fail to pay such tax within said thirty days, it shall be the duty of such county treasurer to notify the collector of the school district in which such delinquent railroad company is assessed of its failure to pay said tax, and upon receipt of such notice it shall be the duty of such collector to collect such unpaid tax in the manner now provided by law, together with five per centum fees thereon; but no school collector shall collect by distress and sale any tax levied or assessed in his district upon the property of any railroad company until the receipt by him of such notice from the county treasurer.

Sec. 4. The several amounts of tax received by any county treasurer in this state, under the provisions of this act, of and from railroad companies, shall be by such county treasurer placed to the credit of the school district for or on account of which the same was levied or assessed, and on demand paid over to the school collector thereof, and the one per centum fees received therewith shall be placed to the credit of, and on demand paid to, the school collector of such school district.

Sec. 5. Nothing in this act contained shall be construed to hinder, prevent or prohibit any railroad company from paying its school tax to the school collector direct, as now provided by law.

Sec. 6 This act shall take effect immediately.

Apportionment of Valuation of Delaware and Hudson Canal Company.

CHAP. 540.

AN ACT in relation to the valuation of the property of the president, managers and company of the Delaware and Hudson Canal Company in school districts, for the purpose of taxation.

PASSED June 1, 1880.

Assessors
to appor-
tion valua-
tion
among sev-
eral school
districts.

Section 1. It shall be the duty of the town assessors, within fifteen days after the completion of their annual assessment list, to apportion the valuation of the property of the president, managers and company of the Delaware and Hudson Canal Company, as appears on such assessment list, among the several school districts in their town in which any portion of said property is situated, giving to each of said districts their proper portion, according to the proportion that the value of said property in each of such districts bears to the value of the whole thereof in said town.

To be in
writing.

Sec. 2. Such apportionment shall be in writing and shall be signed by said assessors, or a majority of them, and shall set forth the number of each district and the amount of the valuation of the property of the president, managers and company of the Delaware and Hudson Canal Company, apportioned to each of said districts; and such apportionment shall be filed with the town clerk by said assessors, or one of them, within five

Filed with
town clerk.

days after being made, and the amount so apportioned to each district shall be the valuation of the property of said Delaware and Hudson Canal Company, on which all taxes against said Delaware and Hudson Canal Company, in and for said districts, shall be levied and assessed until the next annual assessment and apportionment.

Sec. 3. In case the assessors shall neglect to make such apportionment, it shall be the duty of the supervisor of the town, on the application of the trustees or board of education of any district, or of the said Delaware and Hudson Canal Company, to make such apportionment, in the same manner and with like effect as if made by said assessors.

Sec. 4. The town clerk shall, whenever requested, furnish to the trustees or board of education of each district a certified statement of the amounts apportioned to such district, and the name of the company to which the same relates.

Sec. 5. The town clerk shall, whenever requested, once each year, furnish to the agent of the said Delaware and Hudson Canal Company and to the trustees or board of education of each school district to which any portion of said appropriation belongs, a certified copy of said apportionment.

Sec. 6. In case any alteration shall be made in any school district, affecting the property of the said Delaware and Hudson Canal Company, the officer making such alteration shall at the same time determine what change in the valuation of the said property in such district would be just, on account of the alteration of such district, and the valuation shall be accordingly changed.

Sec. 7. This act shall take effect immediately.

Exemptions from Taxation — Dwelling-house and Land Owned by Religious Corporation, when Exempt.

CHAP. 565, LAWS OF 1892.

AN ACT to amend section four of title one of chapter thirteen of part first of the revised statutes, relating to exemption from taxation.

APPROVED by the Governor May, 13, 1892.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section four of title one of chapter thirteen of part first of the revised statutes is hereby amended by adding the following additional subdivision at the end thereof to be known as subdivision eleven:

11. A dwelling-house owned by any religious corporation and the land upon which the same stands, while and during only the time actually used by the officiating clergymen of such religious corporation shall be exempt to an amount not exceeding two thousand dollars, but not more than one dwelling actually used by any one religious corporation shall be so exempt.

Real Property of Religious, Charitable, Educational Corporations and Associations.

CHAP. 498.

AN ACT in relation to the exemption of the real property of religious, charitable and educational corporations and associations from taxation.

APPROVED by the Governor April 29, 1883.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Exemption of real property from taxation.

Proviso as to exemptions.

Exemption of property not in actual use.

Exemption of leased property.

Of property held by officer of religious corporation.

Section 1. The real property of a corporation or association organized exclusively for the moral and mental improvement of men and women or for religious, charitable, missionary, hospital, educational, patriotic, historical or cemetery purposes, or for two or more of such purposes, and used exclusively for carrying out thereupon one or more of such purposes shall be exempt from taxation. But no such corporation or association shall be entitled to any such exemption, if any officer, member or employe thereof shall receive or may be lawfully entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for services in affecting one or more of such purposes, or as proper beneficiaries of its strictly charitable purposes; or if the organization thereof, for any of such avowed purposes, be a guise or pretense for directly or indirectly making any other pecuniary profit for such corporation or association or for any of its members or employes, or if it be not in good faith organized or conducted exclusively for one or more of such purposes. The real property of any such corporation or association entitled to such exemption held by it exclusively for one or more of such purposes, and from which no rents, profits or income are derived, shall be so exempt, though not in actual use therefor, by reason of the absence of suitable buildings or improvements thereon, if the construction of such buildings or improvements is in progress, or is in good faith contemplated by such corporation or association. The real property of any such corporation not so used exclusively for carrying out thereupon one or more of such purposes, but leased or otherwise used for other purposes shall not be so exempt; but if a portion only of any lot or building of any such corporation or association is used exclusively for carrying out thereupon one or more of such purposes of any such corporation or association, then such lot or building shall be so exempt only to the extent of the value of the portion so used, and the remaining portion of such lot or building to the extent of the value of such remaining portion shall be subject to taxation. Property held by an officer of a religious denomination, shall be entitled to the same exemptions, subject to the same conditions and exceptions as property held by a religious corporation.

Sec. 2. This act shall take effect immediately.

Pay, Bounty and Pension Money of Soldiers and Sailors and Real Property Purchased Therewith.

CODE OF CIVIL PROCEDURE.

Section 1393. The pay and bounty of a non-commissioned officer, musician, or private, in the military or naval service of the United States; a land warrant, pension, or other reward, heretofore granted by the United States, or by a state, for military or naval services; a sword, horse, medal, emblem, or device of any kind, presented as a testimonial for services rendered in the military or naval service of the United States;

and the uniform, arms, and equipments, which were used by a person in that service, are also exempt from levy and sale, by virtue of an execution, and from seizure for non-payment of taxes, or in any other legal proceeding.

NOTE.—The Court of Appeals of this State, in *Yates County National Bank v. Carpenter*, 119 N. Y. 530, held where such money (pay and bounty, land warrant, pensions or other reward) can be traced directly to the purchase of property, necessary or convenient for the support of the pensioner and his family, such property is made exempt by the above section.

A.—By the Revised Statutes of this State, all property exempted by law from execution shall be exempt from taxation.

Holidays.

CHAP. 677.

AN ACT relating to the construction of statutes constituting chapter one of the general laws.*

PASSED May 18, 1892.

Section 24. The term holiday includes the following days in each year: The first day of January, known as New Year's Day; the twelfth day of February, known as Lincoln's Birthday; the twenty-second day of February, known as Washington's Birthday; the thirtieth day of May, known as Memorial Day; the fourth day of July, known as Independence Day; the first Monday of September, known as Labor Day; and the twenty-fifth day of December, known as Christmas Day, and if either of such days is Sunday, the next day thereafter; each general election day and each day appointed by the president of the United States or by the governor of this state as a day of general thanksgiving, general fasting and prayer, or other general religious observance. The term half-holiday includes the period from noon to midnight of each Saturday which is not a holiday. Public holidays.

* As amended by section 1, chapter 603, Laws of 1895.

NOTE.—By section 6 of title 2, chapter 536, Laws of 1894, the "Consolidated School Law," all legal holidays that may occur during the terms of school during every school year, of 180 days of school, are included as parts of said 180 days, and exclusive of Saturdays. No Saturday shall be counted as part of said 180 days of school, and no school shall be in session on a legal holiday. Half-holidays.

Actions by or Against Trustees of School Districts.

CODE OF CIVIL PROCEDURE.

Section 1926. An action or special proceeding may be maintained, by the trustee or trustees of a school district: * * * * * Upon a contract lawfully made by those officers or their predecessors, in their official capacity; to enforce a liability created, or a duty enjoined by law, upon those officers, or the body represented by them; to recover a penalty or a forfeiture given to those officers, or the body represented by them; or to recover damages for an injury to the property or other rights of those officers, or the body represented by them; although the cause of action accrued before the commencement of their term of office.

Sec. 1927. An action or special proceeding may be maintained against any of the officers specified in the last section (1926), upon any cause of action, which accrues against them, or has accrued against their predecessors, or upon a contract made by their predecessors in their official capacity, and within the scope of their authority.

(See, also, sections 1928, 1929 and 1930.)

Section 1931 provides that an execution can be entered upon a judgment for a sum of money against the trustee or trustees of a school district, and such execution may be issued against and be collected out

of the property of such officers, and the sum collected must be allowed to him on the settlement of his official accounts, except as otherwise specially prescribed by law.

NOTE.—By section 85, article 7, title 7 of Consolidated School Law, chapter 556, Laws of 1894, it is provided, "Whenever any sum or sums of money payable by any person or persons named in such tax-list, shall not be paid by such person or persons, or collected by such warrant within the time therein limited, or the time limited by any renewal of such warrant; or in case the property assessed be real estate belonging to an incorporated company, and no goods or chattels can be found whereon to levy the tax, the trustee or trustees may sue for and recover the same in their name or office."

A.—See sub. 17, section 14 of article 1, title 7 of the Consolidated School Law, chapter 556, Laws of 1894, relative to payment of judgments obtained in actions against trustees of districts for unpaid teachers' wages; also sections 4 and 5 of article 1 of title 15 of the Consolidated School Law, as to payment of costs and damages in actions or proceedings brought by or against trustees of districts.

PENAL CODE.

Section 41k. Misdemeanors in relation to elections.

5. Knowingly votes or offers to vote at any election, when not qualified therefor.

18. Willfully makes a false declaration of his right to vote at a neighborhood or school district meeting, after his right to vote thereat is challenged is guilty of a misdemeanor.

Sec. 46. Attempting to prevent officers from performing duty.—A person who attempts by means of any threat or violence, to deter or prevent an executive officer from performing any duty imposed upon such officer by law, is guilty of a misdemeanor.

Sec. 47. Resisting officers.—A person who knowingly resists by the use of force or violence, any executive officer, in the performance of his duty, is guilty of a misdemeanor.

Sec. 57. Officer refusing to surrender to successor.—A person who having been an executive or administrative officer, wrongfully refuses to surrender the official seal, or any books or papers appertaining to his office, upon the demand of his lawful successor, is guilty of a misdemeanor.

Sec. 58. Administrative officers.—The various provisions of this chapter which relates to executive officers apply to administrative officers, in the same manner as if administrative and executive officers were both mentioned.

Sec. 94. Injury, etc., to public record.—A person who, willfully and unlawfully removes, mutilates, destroys, conceals, or obliterates a record, map, book, paper, document, or other thing, filed or deposited in a public office or with any public officer by authority of law, is punishable by imprisonment for not more than five years, or by a fine not more than five hundred dollars, or by both.

Sec. 114. Injury to records and misappropriation by ministerial officers.—A sheriff, coroner, clerk of a court, constable or other ministerial officer, and every deputy or subordinate of any ministerial officer who either:

1. Mutilates, destroys, conceals, erases, obliterates or falsifies any record or paper appertaining to his office; or

2. Fraudulently appropriates to his own use or to the use of another person, or secretes with intent to appropriate to such use, any money, evidence of debt or other property intrusted to him in virtue of his office, is guilty of felony.

Sec. 117. Neglect of public officers.—A public officer, or person holding a public trust or employment, upon whom any duty is enjoined by law, who willfully neglects to perform the duty, is guilty of a misdemeanor.

Sec. 448. Disturbing lawful meetings.—A person who, without authority of law, willfully disturbs any assembly or meeting not unlawful in its character, is guilty of a misdemeanor.

Sec. 470. Misappropriation, etc., and falsification of accounts by public officers.—A public officer, or a deputy or clerk of any such officer, and any other person receiving money on behalf of, or for account of, the people of this state, or of any department of the government of this state, or of any bureau or fund created by law, and in which the people of this state

are directly or indirectly interested, or for or on account of any city, county, village or town, who

1. Appropriates to his own use, or to the use of any person not entitled thereto, without authority of law, any money so received by him as such officer, clerk or deputy, or otherwise; or

2. Knowingly keeps any false account, or makes any false entry or erasure in any account of, or relating to, any money so received by him; or

3. Fraudulently alters, falsifies, conceals, destroys or obliterates any such account; or,

4. Willfully omits or refuses to pay over to the people of this state, or their officer or agent authorized by law to receive the same, or to such city, village, county or town, or the proper officer or authority empowered to demand and receive the same, any money received by him as such officer, when it is his duty imposed by law, to pay over or account for the same, is guilty of felony.

Sec. 471. Other violations of law.—An officer or other person mentioned in the last section, who willfully disobeys any provision of law regulating his official conduct, in cases other than those specified in that section, is guilty of a misdemeanor, punishable by a fine not exceeding one thousand dollars, or imprisonment not exceeding two years, or both.

Sec. 473. A public officer or school officer, who is authorized to sell or lease any property, or to make any contract in his official capacity, or to take part in making any such sale, lease or contract, who voluntarily becomes interested individually in such sale, lease or contract, directly or indirectly, except in cases where such sale, lease or contract, or payment under the same, is subject to audit or approval by the superintendent of public instruction, is guilty of a misdemeanor.

Sec. 485. Making false statement in reference to taxes.—A person, who in making any statement, oral or written, which is required or authorized by law to be made, as the basis of imposing any tax or assessment, or if an application to reduce any tax or assessment, willfully makes, as to any material matter, any statement which he knows to be false, is guilty of a misdemeanor.

Sec. 485a. School district trustee not to draw draft on supervisor in certain cases.—A school district trustee who issues an order or draws a draft on a supervisor or collector for any money, unless there is at the time sufficient money in the hands of such supervisor or collector belonging to the district to meet such order or draft, is guilty of a misdemeanor.

Sec. 505. Unlawfully entering building.—A person who, under circumstances or in a manner not amounting to a burglary, enters a building, or any part thereof, with intent to commit a felony, or a larceny, or any malicious mischief, is guilty of a misdemeanor.

Sec. 515. Other cases of forgery in third degree.—A person who, with intent to defraud or to conceal any larceny or misappropriation by any person of any money or property, either

1. Alters, erases, obliterates, or destroys an account, book of accounts, record, or writing, belonging to, or appertaining to the business of a corporation, association, public office, or officer, partnership, or individuals; or

2. Makes a false entry in any such account or book of accounts; or

3. Willfully omits to make a true entry of any material particular in any such account or book of accounts, made, written or kept by him or under his direction, is guilty of forgery in the third degree.

Division of School Commissioner Districts — Erection of

CHAP. 686.

AN ACT in relation to counties, constituting chapter eighteen of the general laws.

PASSED May 18, 1892.

THE COUNTY LAW.

Article Eleven.— Boards of Supervisors.

General powers. Boards of supervisors may divide school commissioner districts containing more than two hundred school districts.

Section 12. The board of supervisors shall:

9. Divide any school commissioner's district within the county which contains more than two hundred school districts and erect therefrom an additional school commissioner's district, and when such district shall have been formed, a school commissioner for the district shall be elected in the manner provided by law for the election of school commissioners.

Plans for School Buildings.

CHAP. 675.

AN ACT to provide plans and specifications for the use of trustees in the erection of schoolhouses, and making an appropriation therefor.

PASSED June 24, 1887.

Plans for school buildings.

Arrangement of plans, etc.

Appropriation for.

Section 1. The state superintendent of public instruction is hereby authorized and directed to procure architect's plans and specifications for a series of school buildings, to cost sums ranging from six hundred to ten thousand dollars, together with full detail working plans and directions for the erection of the same. After procuring said plans and specifications, he shall accompany the same with blank forms for builders' contracts and with suggestions in relation to the preparation of the grounds and the arrangement of the building with regard to lighting, heating, ventilating and the health and convenience of teachers and pupils, and then publish the whole in convenient form for distribution to trustees and other having use for the same.

Sec. 2. The sum of two thousand five hundred dollars, or so much thereof as may be necessary, payable out of the free school fund, is hereby appropriated for carrying out the purposes of this act.

Sec. 3. This act shall take effect immediately.

American Museum of Natural History.

CHAP. 428.

AN ACT to provide for a course of free instruction in natural history, and making an appropriation for the support thereof.

PASSED May 20, 1886.

State superintendent authorized to contract with American Museum of Natural History for a course of free instruction to teachers.

Section 1. The state superintendent of public instruction is hereby authorized and empowered to make and enter into an agreement with the American Museum of Natural History in the city of New York, for a term not to exceed two years, to supply, furnish and maintain in connection with said museum a course of free instruction to be given and illustrated by the curators of said museum, on human and comparative anatomy, physiology, zoology, physical geography, and such other subjects as the said superintendent of public instruction may require, to the teachers of the common schools, the normal schools of the state, the normal college of the city of New York, and the training school for teachers in the city of Brooklyn, who may desire to avail themselves of this training, and to provide for at least one lecture every year during

the term of said agreement, to be delivered on one or more of said subjects at each of the several normal schools of the state, the normal college of the city of New York and the training school for teachers in the city of Brooklyn, and to supply to the said normal schools and said normal college and training school, and to the public schools of the city of New York and Brooklyn, and to any common school, on the application of its trustees, all such appliances, plates and apparatus as may be necessary for the proper presentation to their teachers and pupils of this instruction.

Appliances, plates and apparatus to be furnished.

Sec. 2. The state superintendent of public instruction is hereby authorized also to make and enter into a contract with said museum for repeating the aforesaid information to artisans, mechanics and other citizens, when a lecture hall capable of seating at least one thousand persons, and other necessary rooms shall have been erected by said city as an extension of the building now in possession of said museum.

State superintendent authorized to contract with said museum for free instruction to artisans, etc.

Sec. 3. The sum of eighteen thousand dollars is hereby appropriated for the support and maintenance of said course of free instruction for the fiscal year beginning on the first day of October, eighteen hundred and eighty-six, and said sum of eighteen thousand dollars shall be appropriated annually for the support and maintenance of said course of free instruction during the term of said agreement.

Appropriation for.

Sec. 4. This act shall take effect immediately.

CHAP. 337.

AN ACT to continue free instruction in natural history to certain institutions and making an appropriation therefor.

PASSED May 19, 1888.

Section 1. The state superintendent of public instruction is hereby authorized to enter into an agreement with the American Museum of Natural History, in the city of New York, for continuing the instruction in natural history to the several state normal schools, the normal college of the city of New York, the training school for teachers in the city of Brooklyn, and the teachers in the common schools of the city of New York, Brooklyn and vicinity, authorized by chapter four hundred and twenty-eight of the laws of eighteen hundred and eighty-six, for the further term of two years from the termination of the agreement authorized by said act; and he may also extend such instruction to the teachers' institutes in the different counties of the state, if he shall think advisable.

Agreement with American Museum of Natural History, renewal of.

Sec. 2. The sum of fifteen thousand dollars, payable from the free school fund, is hereby appropriated for the support and maintenance of said course of instruction, for the year beginning on the first day of October, eighteen hundred and eighty-eight, and the sum of fifteen thousand dollars shall be appropriated annually for the support and maintenance of said course of instruction during the term of the agreement authorized by this act.

Instruction in teachers' institutes.

Appropriation for.

CHAP. 6.

AN ACT to continue free instruction in natural history, geography and kindred subjects to certain institutions, and making an appropriation therefor.

APPROVED by the Governor January 26, 1893. Passed, three-fifths being present.

Section 1. The state superintendent of public instruction is hereby authorized to enter into an agreement with the American Museum of Natural History, in the city of New York, for continuing the instruction in natural history, geography and kindred subjects to the several state normal schools, the normal college of the city of New York, the training school for teachers in the city of Brooklyn, the teachers' institutes in the different counties of the state, and to the teachers in the common schools in Natural

Agreement with American Museum of Natural History, renewal of.

History to normal schools, training school for teachers in Brooklyn, teachers in common schools of New York, Brooklyn and vicinity, and to teachers' institutes in the different counties of the state. Free illustrated lectures to artisans, mechanics, etc., on legal holidays. Appropriation for.

of the city of New York, Brooklyn and vicinity, authorized by chapter four hundred and twenty-eight of the laws of eighteen hundred and eighty-six, by chapter three hundred and thirty-seven of the laws of eighteen hundred and eighty-eight, and by chapter forty-three of the laws of eighteen hundred and ninety-one for the further term of four years from the first day of January, eighteen hundred and ninety-three.

Sec. 2. Said instruction may include free illustrated lectures to artisans, mechanics and other citizens, on such legal holidays as the state superintendent and museum authorities may agree upon.

Sec. 3. The sum of eighteen thousand dollars, payable from the free school fund, is hereby appropriated for the preparation for and the support and maintenance of said course of instruction, for the year beginning on the first day of January, eighteen hundred and ninety-three; and the said sum of eighteen thousand dollars shall be appropriated annually thereafter in the general appropriation bill for the preparation for and the support and maintenance of said course of instruction during the term of the agreement authorized by this act.

Printing Reports of Superintendent of Public Instruction.

* CHAP. 710.

AN ACT to amend chapter five hundred and eighty-eight of the laws of eighteen hundred and eighty-six, entitled "An act to provide for and define the public or legislative printing."

PASSED June 25, 1887.

Superintendent's reports to be printed for distribution.

Section 1. * * * *

Sec. 2. Section eight of chapter five hundred and eighty-eight of the laws of eighteen hundred and eighty-six, is hereby amended so as to read as follows:

Sec. 8. In addition to the usual number of regular reports made by the state officers and institutions, there shall be printed as extra copies of legislative documents for the use of the respective departments, institutions and boards; * * * * of the report of the superintendent of public instruction, fifteen thousand copies, all bound in cloth, to be distributed by that officer as follows: Eleven thousand three hundred copies for the school districts of the state, being one copy for each school district; nine hundred copies to school commissioners and city superintendents of schools; two hundred copies to the state normal and training schools; three hundred copies to academies and high school; one thousand copies to members and officers of the legislature and state officers; one thousand three hundred copies for the use of the state superintendent of public instruction; also three hundred copies, printed on forty-four pound calendered paper and bound in leather, for exchange with superintendents of public instruction of the states and territories, and for distribution among public libraries. * * * *

Normal Schools.

CHAP. 311.

[1. ALBANY.]

AN ACT for the establishment of a normal school.

PASSED May 7, 1844.

Section 1. The treasurer shall pay on the warrant of the comptroller, to the order of the superintendent of common schools, from that portion of the avails of the literature fund appropriated by chapter two hundred

* As amended by section 1 of chapter 643 of Laws of 1893.

and forty-one of the laws of one thousand eight hundred and thirty-four, to the support of academical departments for the instructions of teachers of common schools, the sum of nine thousand six hundred dollars; which sum shall be expended under the direction of the superintendent of common schools and the regents of the university, in the establishment and support of a normal school for the instruction and practice of teachers of common schools in the science of education and in the art of teaching, to be located in the county of Albany.

Appropriation for the establishment of a normal school at Albany.

Sec. 2. The sum of ten thousand dollars shall, after the present year, be annually paid by the treasurer, on the warrant of the comptroller, to the superintendent of common schools, from the revenue of the literature fund, for the maintenance and support of the school so established, for five years, and until otherwise directed by law.

Annual appropriation for support.

Sec. 3. The said school shall be under the supervision, management and government of the superintendent of common schools and the regents of the university. The said superintendent and regents shall, from time to time, make all needful rules and regulations, to fix the number and compensation of teachers and others to be employed therein; to prescribe the preliminary examination and the terms and conditions on which pupils shall be received and instructed therein; the number of pupils from the respective cities and counties, conforming as nearly as may be to the ratio of population; to fix the location of the said school, and the terms and conditions on which the grounds and buildings therefor shall be rented, if the same shall not be provided by the corporation of the city of Albany, and to provide in all things for the good government and management of the said school. They shall appoint a board, consisting of five persons, of whom the said superintendent shall be one, who shall constitute an executive committee for the care, management and government of the said school under the rules and regulations prescribed as aforesaid, whose duty it shall be, from time to time, to make full and detailed reports to the said superintendent and regents, and, among other things, to recommend the rules and regulations which they deem necessary and proper for the said school.

Supervision by state superintendent and the regents of the university.

Executive committee, duty of.

Rules and regulations.

Sec. 4. The superintendent and regents shall annually transmit to the legislature a full account of their proceedings and expenditures of money under this act, together with a detailed report of said executive committee of the progress, condition and prospects of the school.

Annual report.

The foregoing was the first provision made by law in this state for the establishment of any normal school. Though general in the sense of being for the benefit of the state, the school was located at Albany, and to provide uniformity in arrangement, the act is inserted here with other local acts relating to normal schools.* The laws providing for the establishment of normal schools generally will follow.

The preceding act was regarded as experimental and for a term of five years only. At the expiration of the term, the institution, still at the time the only one in the state, was permanently established by the following act:

CHAP. 318.

AN ACT for the permanent establishment of the normal school.

PASSED April 12, 1848.

Section 1. The treasurer shall pay, on the warrant of the comptroller, to the order of the state superintendent of common schools, from the general fund, a sum not exceeding fifteen thousand dollars, to be expended in the erection of a suitable building for the accommodation of the state normal school for the instruction and practice of teachers of common schools in the science of education and the art of teaching.

Appropriation for erection of normal school building at Albany.

Sec. 2. The said building shall be erected, under the direction of the executive committee of the school, upon the ground owned by the state, and lying in the rear of the geological rooms.

How to be erected.

* At a meeting of the regents of the university held March 13, 1890, the corporate name of the Albany Normal School was changed to the New York State Normal College.

**Super-
vision, man-
agement and govern-
ment of.**

Sec. 3. The said school shall be, as heretofore, under the supervision, management and government of the state superintendent of common schools and the regents of the university. The said superintendent and regents shall, from time to time, make all needful rules and regulations to fix the number and compensation of teachers and others to be employed therein; to prescribe the preliminary examination and the terms and conditions on which pupils shall be received and instructed therein, the number of pupils from the respective counties conforming as nearly as may be to the ratio of population; and to provide in all things for the good government and management of the said school. They shall appoint a board consisting of five persons, of whom the said superintendent shall be one who shall constitute an executive committee for the care, management and government of said school, under the rules and regulations prescribed as aforesaid, whose duty it shall be, from time to time, to make full and detailed reports to the said superintendent and regents, and, among other things, to recommend the rules and regulations which they deem necessary and proper for the said school.

**Executive
committee.**

**Annual
report.**

Sec. 4. The superintendent and regents shall annually transmit to the legislature a full account of their proceedings, and of the expenditures of money under this and previous acts, together with a detailed report of the progress, condition and prospects of the school.

CHAP. 466.

AN ACT in regard to normal schools.

PASSED April 7, 1866.

**Commis-
sioners to
receive pro-
posals for
establish-
ment of
normal
schools.**

Section 1. The governor, the lieutenant-governor, the secretary of state, the comptroller, the state treasurer, the attorney-general and the superintendent of public instruction shall constitute a commission to receive proposals in writing in regard to the establishment of normal and training schools for the education and discipline of teachers for the common schools of this state from the board of supervisors of any county in this state; from the corporate authority of any city or village; from the board of trustees of any college or academy, and from one or more individuals. Such commission shall have power to accept or refuse such proposals, but the number accepted shall not exceed four. Such proposals shall contain specifications for the purchase of lands and the erection thereon of suitable buildings for such schools, or for the appropriation of land and buildings to such use, and also the furnishing of such schools with furniture, apparatus, books and everything necessary to their support and management. Such proposals may have in view, either the grant and conveyance of such land and premises to the state, or the use of the same for a limited time, and for the gift to the state of furniture, apparatus, books and other things necessary to conduct such schools.

**Commis-
sion can
accept or
refuse pro-
posals.
Specifica-
tions in pro-
posals.**

**Power to
raise
money by
tax or
borrow.**

Sec. 2. If the proposals made by any board of supervisors, or by the corporate authorities of any city or village, shall be accepted, said board or corporate authorities shall have power to raise, by tax, and expend the money necessary to carry the same into effect; and if, in their judgment, it shall be deemed expedient, they shall have power to borrow money for such purpose, for any time not exceeding ten years, and at a rate of interest not exceeding seven per cent, and issue the corporate bonds of said county, city or village therefor.

**Commis-
sioners to
certify ac-
ceptance of
proposals.**

Sec. 3. When the said commission shall have accepted proposals and determined the location of any one of such schools, and when suitable grounds and buildings have been set apart and appropriated for such schools, and all needful preparations made for opening same in accordance with the proposals accepted, the commission shall certify the same in writing, and then their power under this act in relation to such school shall cease, and thereupon the superintendent of public instruction shall appoint a local board, consisting of not less than three persons, who shall, respectively, hold their offices until removed by the concurrent action of the chancellor of the university and the superintendent of public instruction, and who shall have the immediate supervision and management of such school, subject, however, to his general supervision and to

**Superin-
tendent of
public in-
struction to
appoint
local board.**

his direction in all things pertaining to the school. Such local board shall have power to appoint one of their number chairman, and another secretary, of the board. Two-thirds of each of said boards shall form a quorum for the transaction of business, and in the absence of any officer of the board, another member may be appointed pro tempore to fill his place and perform his duties. It shall be the duty of such board to make and establish, and from time to time to alter and amend, such rules and regulations for the government of such schools under their charge, respectively, as they shall deem best, which shall be subject to the approval of the superintendent of public instruction. They shall also severally transmit through him, and subject to his approval, a report to the legislature on the first day of January in each year, showing the condition of the school under their charge during the year next preceding, and which report shall be in such form and contain such an account of their acts and doings as the superintendent shall direct, including, especially an account in detail of their receipts and expenditures, which shall be duly verified by the oath or affirmation of their chairman and secretary.

Powers and duties of local boards.

Report to the legislature.

Sec. 4. It shall be the duty of the local board, subject to the approval of the superintendent of public instruction, to prescribe the course of study to be pursued in each of said schools. It shall be the duty of the superintendent of public instruction to determine what number of teachers shall be employed in each school, and their wages, whose employment shall also be subject to his approval; to order, in his discretion, that one or more of said schools shall be composed exclusively of males, and one or more of females; to decide upon the number of pupils to be admitted to each of said schools, and to prescribe the time and manner of their selection, but he shall take care in such selection to provide that every part of the state shall have its proportionate representation in such school as near as may be, according to population; but if any school commissioner district, or any city, shall not, for any cause, be fully represented in either of said schools, then the superintendent of public instruction may cause the maximum number of such pupils to be supplied from any part of the state, giving preference, however, to those living in the county, city or village where such school is situated.

Course of study to be prescribed. Powers and duties of superintendent. Selection of pupils.

* Sec. 5. All applicants for admission shall be residents of this state, or, if not, they shall be admitted only upon the payment of such tuition fees as shall be, from time to time, prescribed by the superintendent of public instruction. Applicants shall present such evidence of proficiency or be subject to such examination at the school as shall be prescribed by said superintendent. From and after the twentieth day of August, one thousand eight hundred and eighty-nine, it shall not be lawful for any such school to receive, into any academic department connected therewith, any pupil not a resident of the territory, for the benefit or advantage of whose residents the state has pledged itself to maintain such academic department. When admitted, students, unless they are students in the academic or practice department or are non-residents, shall be entitled to all the privileges of the school, free from all charges for tuition or for the use of books or apparatus, but every pupil shall pay for books lost by him, and for any damages to books in his possession; any pupil may be dismissed from the school by the local board for immoral or disorderly conduct, or for neglect or inability to perform his duties.

Admission of pupils.

Examination.

Privileges and liabilities.

Sec. 6. The superintendent of public instruction shall prepare suitable diplomas to be granted to the students of such school who shall have completed one or more of the courses of study and discipline prescribed; and a diploma signed by him, the chairman and secretary of the local board, and the principal of the school, shall be of itself a certificate of qualification to teach common schools; but such diploma may be annulled for the immoral conduct of its holder, in like manner as provided for the annulment of a diploma of state normal school, in title two, chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four. The provisions of this section shall be applicable to the Oswego normal training school.

Diplomas to be granted.

To be a certificate of qualification to teach in the common schools.

Diplomas may be annulled.

Sec. 7. The sum of twelve thousand dollars shall be annually, and is hereby appropriated for the support of each of said normal and training schools to be organized under this act, payable out of the income of the

common school fund, to be paid by the treasurer, on the warrant of the comptroller, upon the certificate of the superintendent of public instruction affixed to the proper accounts, verified by the oath or affirmation of the local board of each school; but none of the money hereby appropriated shall be paid for the purchase of any ground, site or buildings, for the use of such schools.

Local
boards to
consist of.

Sec. 8. Local board appointed under this act shall consist of not more than thirteen persons, and the office of any member of any such local board, which now consists of more than thirteen members, is hereby declared vacant; and the said superintendent of public instruction shall appoint a new local board, and may fill, by appointment, all vacancies occurring in said local boards. Until the appointment of such new local board, and until a quorum of such board shall have entered upon the discharge of its duties, and during such time as any local board shall omit to discharge its duties, the said superintendent is authorized to discharge the duties of such local board or any of its officers; and the acts of said superintendent in the premises shall be as valid and binding as if done by a competent local board or its officers, or with their co-operation.

This section added by Laws of 1869, chapter 18.

State normal and training schools were established under the provisions of the foregoing act and special acts, as follows:

Brockport.—Chaps. 21 and 96, Laws of 1867.

Buffalo.—Chap. 583, Laws of 1867.

Cortland.—Chap. 199, Laws of 1867; chap. 174, Laws of 1868.

Fredonia.—Chap. 223, Laws of 1867.

Geneseo.—Chap. 195, Laws of 1867; chap. 601, Laws of 1868, and chap. 294, Laws of 1871.

Oswego.—Chap. 418, Laws of 1863, as amended by chap. 445, Laws of 1865; chap. 170, Laws of 1867.

Potsdam.—Chap. 6, Laws of 1867.

New Paltz.—Chap. 287, Laws of 1885.

Oneonta.—Chap. 374, Laws of 1887.

Plattsburgh.—Chap. 517, Law of 1889.

Jamaica.—Chap. 553, Laws of 1893.

NOTE.—There is also a normal college in the city of New York and training schools in other cities of the State maintained by local authorities.

Custody and Preservation of Normal School Buildings.

CHAP. 348.

AN ACT concerning the grounds, buildings and property of the state provided for normal schools, the custody, protection and preservation of the same, and the powers of local boards in relation thereto.

PASSED May 20, 1890.

Local
boards to
have cus-
tody, etc.,
of grounds
and build-
ings.
Willful tres-
pass upon,
a misde-
meanor.
Special
policeman
may be
appointed.

Section 1. The local boards of managers of the respective normal schools in this state shall have the custody, keeping and management of the grounds and buildings provided or used for the purposes of such schools, respectively, and other property of the state pertaining thereto, with power to protect, preserve and improve the same.

* Sec. 2. (Section 2 providing for the punishment for willful trespass, repealed by subdivision 55 of sec. 1 of chap. 593, Laws of 1896.)

Sec. 3. For the purpose of protecting and preserving such buildings, grounds and other property, and preventing injuries thereto, and preserving order, preventing disturbances, and preserving the peace in such buildings and upon such grounds, the local board of managers of each of said normal schools shall have power, by resolution or otherwise, to

* Chapter XIV of the Penal Code provides a penalty for such offenses.

appoint, from time to time, one or more special policemen, and the same to remove at pleasure, who shall be police officers, with the same powers as constables of the town or city where such school is located, whose duty it shall be to preserve order, and prevent disturbances and breaches of the peace in and about the buildings, and on and about the grounds used for said school, or pertaining thereto, and protect and preserve the same from injury, and to arrest any and all persons making any loud or unusual noise, causing any disturbance, committing any breach of the peace, or misdemeanor, or any willful trespass upon such grounds, or in or upon said buildings, or any part thereof, and convey such person or persons so arrested, with a statement of the cause of the arrest, before a proper magistrate to be dealt with according to law.

Sec. 4. This act shall take effect immediately.

Insurance of Property of Normal Schools.

CHAP. 443.

AN ACT to amend chapter one hundred and sixteen of the laws of eighteen hundred and eighty-two, entitled "An act authorizing the local boards of the state Normal schools of this state to insure the buildings and property belonging to said schools for the benefit of the state."

BECAME a law May 3, 1894, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section one of chapter one hundred and sixteen of the laws of eighteen hundred and eighty-two, entitled "An act authorizing the local boards of the state normal schools of this state to insure the buildings and property belonging to said schools for the benefit of the state," is hereby amended so as to read as follows:

Sec. 1. The local board of each state normal school of this state is hereby authorized to insure and keep insured for the benefit of the state all the real and personal property belonging to said school, and to pay for the same out of any money or moneys appropriated by the state, from time to time, for the maintenance of said school; and any insurance already effected by any such board is hereby ratified and confirmed.

Sec. 2. This act shall take effect immediately.

Insurance Money.

CHAP. 488.

AN ACT for the disposition and use of insurance moneys received for loss or damage of property in the state normal and training schools.

BECAME a law May 4, 1894, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Where any loss or damage, against which insurance exists, occurs to the real or personal property of any of the normal and training schools of the state, the moneys realized from such insurance shall be deposited by each company in which such property is insured in a bank.

How drawn. to be designated by the state comptroller, subject to the check of the local board of managers of such school, countersigned by the state comptroller, and shall be kept as a separate fund to the credit of the local board of managers of such school, and shall be immediately available to be expended under the direction of such local board of managers, subject to the approval of the state superintendent of public instruction, to repair or replace, wholly or partially, the real or personal property so damaged or destroyed.

For what purposes to be expended.

Sec. 2. This act shall take effect immediately.

Indians — Appointments to Normal Schools.

CHAP. 89.

AN ACT to provide for the support and education of a limited number of Indian youth, of the state of New York, at the state normal school.

Passed March 23, 1850.

Appropriation. Section 1. The treasurer shall pay, on the warrant of the comptroller, to the order of the state superintendent of common schools, from the general fund, a sum not exceeding one thousand dollars per year for the support and education of ten Indian youth in the state normal school, which moneys are hereby appropriated for the purpose of this act.

Selection of pupils. Sec. 2. The selection of such youth shall be made by the state superintendent of common schools, from the several Indian tribes located within this state, and, in making such selection, due regard shall be had to a just participation in the privileges of this act by each of the said several tribes, and, if practicable, reference shall also be had to the population of each of said tribes in determining such selection.

Age of pupils. Sec. 3. Such youth shall not be under sixteen years of age, nor shall any such youth be supported or educated at said normal school for a period exceeding three years.

Their guardians and expenses. Sec. 4. The executive committee of the state normal school shall be the guardian of such Indian youth, during the period of their connection with the school, and shall pay their necessary expenses, not to exceed one hundred dollars per year for each pupil, to be defrayed out of the money appropriated by the first section of this act.

To enjoy all privileges. Sec. 5. The Indian pupils selected in pursuance of this act, and attending said normal school, shall enjoy the same privileges, of every kind, as the other pupils attending said school, including the payment of traveling expenses, not exceeding ten dollars to each pupil.

Tuition Money in Normal Schools—How to be Used.

*CHAP. 492.

Tuition money, how to be expended. Tuition money may be expended for current expenses, etc. The local boards of the several state normal schools are hereby authorized to expend, under the direction of the superintendent of public instruction, the moneys now on hand, received for tuition in any of the departments of the respective schools, and the moneys hereafter to be received for such tuition, for apparatus, repairs, insurance, furniture, or other improvements upon the grounds or buildings, or for the ordinary expenses of the respective schools.

* From the Supply Bill, Laws of 1870.

APPEALS — RULES OF PRACTICE.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, N. Y., *July 2, 1894.* }

Pursuant to the authority conferred by section 2, title 14, chapter 556, Laws of 1894, the state superintendent has established the following amended rules to regulate the practice in appeals:

1. An appeal must be in writing, addressed "to the superintendent of public instruction," stating the grounds upon which it is taken, and signed by the appellant or appellants. The appeal must be verified by the oath of the appellant or appellants. When the appeal is made by the trustees of a district, it must be signed by all the trustees, or a reason must be given for the omission of any, verified by the oath of the appellant, or of some person acquainted with such reason.

2. A copy of the appeal, and of all the statements, maps and papers intended to be presented in support of it, with the affidavit in verification of the same, must be served on the officer or officers whose act or decision is complained of, or some of them; or if it be from the decision or proceeding of a district meeting, upon the district clerk or one of the trustees, whose duty it is to cause information of such appeal to be given to the inhabitants who voted for the decision.

3. Such service must be made by delivering a copy of the appeal to the party to be served personally, or, in case he can not be found in the commissioner district in which he resides, after due diligence, by delivering and leaving the same at his residence, with some person of suitable age and discretion, between six o'clock in the morning and nine o'clock in the evening.

4. Immediately after the service of such copy the original, together with an affidavit proving the service of a copy thereof and stating the time and manner of the service and the name and official character of the person upon whom such service was made, must be transmitted to the department of public instruction at Albany.

5. Such original appeal and all papers, etc., annexed thereto, with proof of service of copies, as required by rules 3 and 4, must be sent to the department of public instruction within thirty days after the making of the decision or the performance of the act complained of or within that time after the knowledge of the cause of complaint came to the appellant, or some satisfactory excuse must be rendered in the appeal for the delay. If an answer is received to an appeal which has not been transmitted to the department, such appeal will be dismissed.

6. The party upon whom an appeal shall be served must, within ten days from the time of such service, unless further time be given by the state superintendent, on application, answer the same, either by concurring in a statement of facts with the appellant or by a separate answer, and of all affidavits, papers, maps, etc., in support thereof. Such statement and answer must be signed by all the trustees or other officers whose act, omission or decision is appealed from, or a good reason, on oath, must be given for the omission of the signature of any of them. Such answer must be verified by oath and a copy thereof and of all the statements, maps, papers, etc., intended to be presented in support thereof, served on the appellants or some one of them, in like manner as is provided in rule 3 for the service of a copy of an appeal.

7. Immediately after the service of a copy of such answer and the statements, papers, etc., presented in support thereof, the original answer and papers, etc., together with an affidavit of the service of such copy

and stating the time and manner of the service and the name and official character of the person upon whom such service was made, as hereinbefore provided for the service of a copy of an appeal, must be transmitted to the department of public instruction, at Albany.

8. No reply, replication or rejoinder shall be allowed, except by permission of the state superintendent of public instruction; in which case, such reply, replication and rejoinder must be duly verified by oath, and copies thereof served on the opposite party. Immediately after the service of such copy, the original, together with an affidavit of such service, and stating the time and manner of the service and the name and official character of the person upon whom such service was made, must be transmitted to the department of public instruction, at Albany.

9. So far as the parties concur in a statement, no oath will be required to it. But all facts, maps or papers, not agreed upon by them and evidenced by their signature on both sides, must be verified by oath.

10. When any proceeding of a district meeting is appealed from, and when the inhabitants of a district generally are interested in the matter of the appeal, and in all cases where an inhabitant might be an appellant had the decision or proceeding been the opposite of that which was made or had, any one or more of such inhabitants may answer the appeal, with or without the trustees.

11. Where the appeal has relation to the alteration or formation of a school district, it must be accompanied by a map, exhibiting the site of the school-house, the roads, the old and new lines of districts, the different lots, the particular location and distance from the school-houses of the persons aggrieved, and their relative distance, if there are two or more school-houses in question. Also, a list of all the taxable inhabitants in the district or territory to be affected by the question, showing in separate columns the valuation of their property, taken from the last assessment-roll, and the number of children between five and twenty-one belonging to each person, distinguishing the districts to which they respectively belong.

12. An appeal, of itself, does not stay proceedings. If the party desires such stay he should apply for it by petition, stating the facts why such stay should be made, duly verified. The superintendent will grant a stay, or not, as in his judgment it may be proper, or may subserve the interests of either party or the public; and may direct a copy of the petition to be served on the opposite party, and a hearing of both sides before deciding upon the application.

13. The affidavit of verification, required by these rules to an appeal, answer, reply, replication and rejoinder, must be to the effect, that the same is true to the knowledge of the affiant, except as to the matters therein stated to be alleged on information and belief, and that as to those matters he believes it to be true.

14. All oaths required by these rules may be taken before any person authorized to take affidavits.

15. All appeals and other papers therein must be fairly and legibly written; and if not so written, may, in the discretion of the superintendent, be returned to the parties.

16. When any party, appellant or respondent, is not represented on the appeal by an attorney, the name of such party, with the names of the district, town and county and his post-office address must be indorsed upon each paper of the party so represented, filed in the department on such appeal; and when represented by an attorney, the name of such attorney, with name of the district, town and county affected and his post-office address, must be so indorsed upon each paper of the party so represented, filed in the department on such appeal.

17. Submission of appeals may be made upon the papers filed therein, with or without oral argument, or the filing of briefs, as the superintendent, upon application, may determine.

18. The decision of the superintendent in every case will contain the order, or directions, necessary and proper for giving effect to his decisions.

19. A decision upon an appeal will be forwarded by the superintendent to the clerk of the school district in which the appeal arose, or the town clerk of the town, when the appeal relates to the alteration of a district in which the order appealed from is filed, whose duty it will be to file the same in his office as a public record.

PRACTICE ON APPLICATION FOR REMOVAL OF SCHOOL OFFICERS.

Under Section 13 of Title I of Consolidated School Law of 1894.

For willful violation or neglect of duty.

The proceedings are generally termed appeals asking for the removal of the officer against whom the charges are made.

The applicant should prepare a petition addressed, "To the Superintendent of Public Instruction," in which, after distinctly stating the charge should proceed with a specification of the facts by which it is established, which must be set forth with such certainty as to time, place, etc., as to furnish the officer with precise information as to what he is expected to meet, and enable him to look for repelling testimony. The charges must not only be distinctly alleged, but they must be specifically proved. After being verified, a copy of the petition, and of all affidavits in support thereof, including the affidavits of verification thereto, must be served upon the officer whose removal is sought, together with a notice of the application, which may be substantially in the following words:

Sir.—Take notice that the petition and affidavits, with copies of which you are herewith served, will be presented to the superintendent of public instruction at Albany, and application thereupon made for your removal from the office of _____ of district No. _____ of _____ in _____ county; and that you are required to transmit your answer to such application, duly verified, to the department of public instruction within ten days after the service hereof or the charges contained in such affidavits will be deemed to be admitted by you.

A..... B.....

Post-office address

A copy of this notice, together with an affidavit proving the service thereof, and of the petition and affidavits therein referred to, and the date and manner of such service must be transmitted, with the original petition and affidavits, to the department of public instruction. The officer can not be prejudiced by any statement which he has not been called upon to answer. The officer must transmit his sworn answer, together with the affidavits of other persons, if he deems them necessary, with proof of service of copies thereof upon the petitioner, to the department within ten days. If, for any reason, as the absence of material witnesses, he is unable to complete his defense in that time, he should, before its expiration, transmit his own answer, duly verified, with a statement, under oath, of the facts which render it necessary that the time to procure further evidence should be extended, and stating the earliest day at which he expects to be able to obtain such evidence. If a probable defense appears from his answer, and the application for further time is reasonable, an order will be made granting it.

If no answer is made by the officer to the petition, etc., the allegations contained in said petition, etc., will be considered admitted as true, and if, as such, a case is established against the officer, the superintendent will at once remove him. If an answer is interposed the question will be decided by the superintendent after an examination of the facts as presented by the papers upon both sides.

For willfully disobeying any decision, order or regulation of the Superintendent of Public Instruction.

The practice and procedure in cases of the willful disobedience of any order, decision or regulation of the superintendent should be like that above stated of willful violation or neglect of duty, excepting that upon the filing of the petition, etc., with proof of service of a copy thereof upon the officer, in the department, or upon his own motion, the superintendent will issue an order directing the officer to show cause before

him on or before a certain day fixed in the order, why he should not be removed from office. If no answer is made to said order the allegations contained in the moving papers will be deemed to be admitted as true, and if, as such, a case is established against the officer, the superintendent will at once remove him. If an answer is interposed, the question will be decided by the superintendent after an examination of the facts as presented by both sides.

Note.—In the papers filed in the department, upon an appeal, the superintendent wants facts, not arguments or inferences, much less injurious imputations on the motives of parties.

The facts should be distinctly averred, so that an indictment for perjury would lie if they are willfully misstated. Therefore, they should not be stated by way of recital under a "whereas," or in any similar indirect way. Every material fact should be stated with all practicable particularity as to time, quantities, numbers, etc. Where a statement is ambiguous or doubtful in meaning, that construction is adopted which is most unfavorable to the party making it.

The appellant must establish his appeal by a preponderance of proof, and should make out his own case, so that, if no answer is put in, the superintendent will have, in the appeal itself, all the facts to inform him what order ought to be made. No decision can be based upon any facts except those which are stated in the papers in the appeal, and which the opposite party has had the opportunity to controvert, although such facts may have been brought to the knowledge of the superintendent in some other way. The record itself must contain enough to support the decision.

In the bringing and answering of appeals it is recommended that the matters be written upon paper ruled as paper is ruled for legal pleadings. Such paper is kept by all stationers and booksellers, and is known as law paper or legal cap. The several sheets should be written, as lawyers write their papers, on both sides, so that the bottom of the first page is the top of the second, and the sheets are fastened or attached at the ends and not at the sides. Manuscript arranged in this fashion is more easily handled, folded and filed. The papers should be smoothly folded and indorsed with the title of the case, briefly stating the substance of the appeal or answer, with the names of the parties or attorneys, and their post-office address and the district, town and county affected.

J. F. CROOKER,

State Superintendent of Public Instruction.

LAWS OF 1895.

CHAP. 222.

AN ACT to provide for the purchase and display of United States flags in connection with the public schools of the state.

BECAME a law April 8, 1895, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The school authorities of every public school in the several cities and school districts of this state shall purchase a United States flag, flagstaff and the necessary appliances therefor, and shall display such flag upon or near the public school building during school hours, and at such other times as the school authorities may direct. The necessary funds to defray the expense incurred by this act shall be assessed and collected in the same manner as moneys for public school purposes are now raised by law.

S. c. 2. This act shall take effect immediately.

CHAP. 232.

AN ACT in relation to gospel funds and school lots in the several towns and counties of this state.

BECAME a law April 4, 1895, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. It shall be lawful for the supervisor of any town having money arising from the sale of gospel lands, and known as gospel funds, to apportion such among the several school districts of his respective town as hereinafter provided.

Sec. 2. Any town having a gospel fund of five hundred dollars or less may apportion such fund with consent and approval of a majority of the town board of such town.

Sec. 3. Any town having a gospel fund of more than five hundred dollars may apportion such fund in like manner by a vote at any annual or special town meeting.

Sec. 4. Where such apportionment is made, the supervisor shall pay to the trustees of the several school districts of his town its pro rata share according to the aggregate school attendance of each school district in the preceding year.

Sec. 5. The trustees of such school districts shall execute and file with the supervisor of such town a bond of twice the amount of such apportionment, with sufficient sureties, to be approved by such supervisor.

Sec. 6. Such trustees, upon the receipt of such money, shall apply the same for such purpose as the school district in annual or special meeting shall decide.

Sec. 7. This act shall take effect immediately.

CHAP. 362.

AN ACT to provide that additional facilities for free instruction in natural history, geography and kindred subjects, by means of pictorial representation and lectures, may be furnished to the free common schools of each city and village of the state that has, or may have, a superintendent of free common schools.

BECAME a law April 19, 1895, with the approval of the Governor. Passed three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

Section 1. The state superintendent of public instruction is hereby authorized to furnish additional facilities for instruction in natural history, geography and kindred subjects, by means of pictorial representation and lectures, to the free common schools of each city and village of the state that has, or may have, a superintendent of free common schools. The local school authorities may, in their discretion, cause the aforesaid illustrated lectures to be repeated to their artisans, mechanics and other citizens on the legal holidays and at other times. Any institution instructing a teachers' training class, or any union free school, may have the free use of the apparatus provided by this act upon the payment to the superintendent of schools loaning the same of necessary expenses incurred in such use or for any loss or injury to said property. Said superintendent may, from time to time, establish the rules and regulations and make and enter into the contracts necessary for carrying out the provisions of this act.

Sec. 2. The annual report of each school superintendent to the department of public instruction shall contain a full statement of the extent to which the instructions described may be given and his judgment of the usefulness of the same.

Sec. 3. The sum of twenty-five thousand dollars is hereby appropriated, from any moneys not otherwise appropriated, for the preparation for and the support and maintenance of said instruction for the year beginning on the first day of January, eighteen hundred and ninety-five, payable by the treasurer upon the warrant of the comptroller, upon vouchers approved by the superintendent of public instruction and audited by the comptroller, and the sum of twenty-five thousand dollars shall be appropriated annually thereafter, in the general appropriation bill, for the preparation for and the support and maintenance of said instruction for the term of four years from the first day of January, eighteen hundred and ninety-five.

Sec. 4. This act shall take effect immediately.

CHAP. 550.

AN ACT in relation to a biennial school census.

BECAME a law May 7, 1895, with the approval of the Governor. Passed, three-fifths being present.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

Section 1. It shall be the duty of the state superintendent of public instruction, to take or cause to be taken, in the next ensuing October after the enactment of this law, and thereafter in every second year in the month of October, a school census, in all towns and cities of the state having a population of ten thousand or upwards; which shall ascertain the following facts, and he shall embody a summary of the same in his annual report, for the year in which

said census is taken, viz., the names and ages of all persons between the ages of four and sixteen; the number of persons in each town or city coming within the application of this law between the ages of twelve and twenty-one years, that are unable to read or write; the number of persons over four and under sixteen years of age who do not attend school because they are obliged to work within school hours; the number of persons between four and sixteen years who are attending other than public schools; and such other facts as in his judgment may be of importance in securing the information needed to carry out the requirements of article nine, section one of the state constitution, or for the improvement of the common school system.

Sec. 2. In taking this school census, the superintendent of public instruction is authorized to determine the work to be done by all of the common school authorities and employes under his superintendency, and it shall be the duty of all such authorities and public officers having any civil authority in connection with the common school administration of the state or of said city or town, to aid said superintendent in all proper ways in the discharge of his duties under this act.

Sec. 3. Whoever, being any parent or person having under his or her control, or in his or her charge, a child between the ages of four and sixteen years, refuses or withholds information in his or her possession, sought by said superintendent or his representative for the purpose of a school census, or falsifies in regard to the same, shall be liable to and punished by fine not exceeding twenty dollars, or by imprisonment not exceeding thirty days.

Sec. 4. The money required for the purpose of carrying this act into effect shall be paid by the towns and cities respectively included in the provisions of the act, and shall be paid for the service rendered in taking the school census, on the certificate of the state superintendent that such census has been satisfactorily taken.

Sec. 5. This act shall take effect immediately.

CHAP 767.

AN ACT to provide conditional compensation for teachers of common schools in any town of the state who have taught therein continuously twenty-five years or more.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Upon the petition of twenty-five or more taxpayers of any town in the county of the state, requesting the submission at the next ensuing annual town meeting of such town made not less than ten days before the accruing thereof, of the question of making provision by taxation upon the taxable property in such town for a sum of money sufficient to pay such teachers resident of such town, who have been employed in the common schools thereof for not less than twenty-five years, and have rendered continuous service in teaching for such period, with such intermission only as may have occurred in the allotment of school terms or from sickness, the town board of such town shall cause to be submitted to the taxpayers of such town, at the next ensuing town meeting, upon due notice thereof published in a newspaper printed in such town, if any paper be published therein, or printed or written notices posted in not less than ten public places in such town, the question whether a sufficient sum of money be raised from the taxable property within such town to pay said teachers as compensation for long and meritorious service so long as said teachers reside in such town, upon the conditions, at the times and in the manner hereafter provided.

Sec. 2. In the event of such petition being so made and presented to the supervisor of any town, and notice being given as provided in section one of this act, the town board shall furnish the necessary ballots in number and forms for the use of the voters of such town at the next ensuing annual town meeting, and shall provide separate ballot-boxes for the reception of ballots cast thereat on the question submitted. One-half of the number of said ballots shall have printed thereon, respectively, "for teachers' pension fund," and the other half shall have printed thereon, respectively, "against teachers' pension fund," and such votes as may be cast shall be counted and returned by the officers presiding at said town meeting the same as other votes are counted and returned. If a majority of the votes so cast be found to be in favor of raising a sum of money sufficient to provide for such fund, and not otherwise, the town board of such town shall immediately thereafter proceed to ascertain what teachers of such class are entitled to the benefits conferred by this act and to receive their proportionate share of the money so voted to be paid, and said board shall require of every person applying therefor, who has taught in the common schools of such town for the period of twenty-five years or more, to make concise statement of the term of service, the districts in which he or she has taught and the wages, monthly or weekly, received during the last year in which said teacher taught, which statement shall be acknowledged before any officer qualified to take acknowledgments, and filed in the office of the clerk of such town. Thereupon, and at the next annual meeting of the board of supervisors of the county, and at every annual meeting thereafter, the said board shall include in the tax levy of the town so voting as hereinbefore provided in favor of a teachers' pension fund, the amount necessary in each year as estimated and reported by the town board of such town, which sum, when collected, shall be paid over by the collector of such town, to the supervisor thereof, who shall pay out the said money to the teachers found to be entitled thereto in amount to each such teacher, in monthly payments equal to one-half the sum received as teachers' monthly or weekly wages by each such teacher during the last year such teacher was employed to teach in the common schools of such town. And such teachers sharing in the money so appropriated and paid shall be allowed such amount in installments herein provided as long as they continue to reside in such town, but no longer, and they shall, in receiving the benefits conferred by this act, be deemed to be retired from teaching and placed upon a roll kept by the town clerk of the town as superannuated and retired teachers.

Sec. 3. When a vote has been had on the proposition provided to be so submitted by this act in any town, and such vote shall have been against the teachers' pension fund, another vote on the same question shall not be taken again within three years of the first vote so taken [subject, however, if not physically disabled, to perform such service in the place of any teacher temporarily absent or disqualified, as the school commissioner may require and direct without additional compensation].*

Sec. 4. This act shall take effect immediately.

CHAP. 768.

AN ACT authorizing the state superintendent of public instruction to appoint his chief clerk as second deputy.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The state superintendent of public instruction is hereby authorized to appoint his chief clerk as second deputy superintendent of public instruction, who shall have power to perform the duties of the deputy superintendent of public instruction; and such second deputy shall not receive any extra salary by reason of such appointment.

Sec. 2. This act shall take effect immediately.

* This bracketed clause should come at the close of section 2. The mistake of the engraving department was not discovered till the law was signed.

CHAP. 987.

AN ACT to provide for the preparation and publication of the code of public instruction and its distribution to the several school districts of the state, and making an appropriation therefor.

The People of the State of New York, represented in Senate and Assembly, do enact as follows :

Section 1. The state superintendent of public instruction is hereby authorized and directed to cause to be prepared under his supervision, and to be printed, pursuant to the provisions contained in section forty-eight, article sixteen, title fifteen of chapter five hundred and fifty-six of the laws of eighteen hundred and ninety-four, entitled "An act to revise, amend and consolidate the general acts relating to public instruction," and known as the "consolidated school law," an edition of the code of public instruction, containing the said consolidated school law, with brief annotations, embodying such of the decisions of the courts of the state and of the superintendent of public instruction as are applicable thereto, and such comments, explanations, instructions and subjects as he shall deem necessary and expedient; and to furnish to each of the school districts of the state one copy thereof, to be substantially bound in law sheep, which copy shall be deposited with the trustee or trustees, and kept by him or them for the use of the inhabitants of such district. The copies of said code so distributed shall be the property of the several school districts receiving the same, and there shall be plainly inscribed on the outside of the cover of each copy of said code the following words, namely: This code is the property of school district number —, town of —, county of —; the blank spaces being filled by the number of the district and the name of the town and county in which such district is situate.

Sec. 2. The sum of twenty thousand dollars, or so much thereof as may be necessary, is hereby appropriated out of any moneys not otherwise appropriated, to defray the expense of carrying out the provisions of this act, which shall be paid by the treasurer, on the warrant of the comptroller, upon vouchers approved by said superintendent.

Sec. 3. This act shall take effect immediately.

CHAPTER 573, LAWS OF 1892.

AN ACT for the encouragement of common schools and public libraries.

APPROVED May 14, 1892.

Sections 1 to 8, inclusive, of the above-entitled chapter are contained in and constitute title 18 of the consolidated school law of 1894, chapter 556 of the Laws of 1894, relating to "common schools and public libraries."

* Sec. 9. The sum of fifty-five thousand dollars directed to be distributed to the several cities and school districts of the state by section four of chapter two hundred and thirty-seven of the laws of eighteen hundred and thirty-eight, shall continue to be appropriated and shall be known as school library moneys and shall be applied to the purchase of books for the formation or extension of common school libraries, and for the necessary expenses of a state school library for the benefit and free use of the teachers of this state, to be circulated under such rules and regulations as the state superintendent of public instruction may establish. All payments for said state school library shall be made by the treasurer upon the warrant of the comptroller, upon bills approved by the state superintendent of public instruction.

* As amended by section 1, chapter 548, Laws of 1895.

Sec. 10. For the fiscal year beginning October first, eighteen hundred and ninety-two, but not thereafter, out of said fifty-five thousand dollars school library money, there shall be paid twenty-five thousand dollars for public library money, and said twenty-five thousand dollars shall be paid by the treasurer, on the warrant of the comptroller, according to an apportionment to be made for the benefit of free libraries by the regents in accordance with their rules and authenticated by the university seal; provided that none of this money shall be spent for books except those approved or selected and furnished by the regents; that no locality shall share in the apportionment unless it shall raise for the same purpose not less than an equal amount from taxation or other local sources; that for any part of the apportionment not payable directly to the library trustees the regents shall file with the comptroller proper vouchers showing that it has been spent in accordance with law exclusively for books for free public libraries or for proper expenses incurred for their benefit; and that books paid for by the state shall be subject to return to the regents whenever the library shall neglect or refuse to conform to the ordinances under which it secured them.

Sec. 11. Repeals.—Section four, chapter two hundred and thirty-seven of the laws of eighteen hundred and thirty-eight is hereby repealed, and sections one to nine of this act are hereby substituted for title eight of chapter five hundred and fifty-five of the laws of eighteen hundred and sixty-four, which said title eight is hereby repealed; and all other acts repugnant to or inconsistent with the provisions of this act are, so far as they are so inconsistent, hereby repealed.

Sec. 12. This act shall take effect immediately.

Moneys collected in the county of Richmond on account of licenses, etc., for sale of liquor, for benefit of common schools.

CHAP. 752.

AN ACT to amend section one of chapter two hundred and ninety-seven of the laws of eighteen hundred and seventy-three, entitled "An act for the benefit of common schools in the county of Richmond," passed April twenty-fifth, eighteen hundred and seventy-three.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section one of chapter two hundred and ninety-seven of the laws of eighteen hundred and seventy-three is hereby amended so as to read as follows:

Sec. 1. All moneys collected in the county of Richmond for and on account of licenses, penalties and fines for the sale of liquor, and all moneys which have been heretofore collected for licenses, penalties and fines for the sale of liquors in said county, and now in the hands of supervisors, or any of them, or in the treasury of said county, shall be paid over to the treasurer of the said county for the benefit of common schools in the said county; said moneys to be apportioned by the school commissioners of said county among the several school districts thereof and paid by the county treasurer upon the order of the school commissioner to the proper school officers, authorized to receive the same in the same manner as prescribed for the apportionment and distribution of school moneys received from the state; provided, however, that all the moneys collected in and received from each town in said county shall be distributed and apportioned among the several school districts in each town respectively; and it is hereby further provided, that where a school district lies partly in one town and partly in an adjoining town or towns, that such school district or districts shall be entitled to an equal distribution and apportionment of said school moneys, from each of said towns, in proportion to the attendance of scholars from the said towns respectively.

CHAP. 1031.

AN ACT to encourage and to promote the professional training of teachers.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The board of education or the public school authorities of any city, except the city of New York, or of any village employing a superintendent of schools, may establish, maintain, direct and control one or more schools or classes for the professional instruction and training of teachers in the principles of education and in the method of instruction for not less than thirty-eight weeks in each school year.

Sec. 2. Towards the maintenance and support of these schools and classes established pursuant to this act, or heretofore established and maintained for similar purposes, and whose requirements for admission, and whose course of studies are made with the approval of the state superintendent of public instruction, and under whose direction such classes shall be conducted, the said superintendent is hereby authorized and directed in each year to set apart, to apportion and to pay from the free school fund one dollar for each week of instruction of each pupil, provided, however, that said apportionment and payment shall not exceed in the aggregate one hundred thousand dollars in each year. Such apportionment and payment shall be made upon the report of the local superintendent of schools filed with the state superintendent of public instruction, who shall draw his warrant upon the state treasurer for the amount apportioned.

Sec. 3. If the total sum to be apportioned and to be paid, as provided by section two of this act, shall in any one year exceed the said sum of one hundred thousand dollars, the said state superintendent of public instruction shall apportion to each school and class its pro rata of said sum upon the basis described in section two of this act.

Sec. 4. After January first, eighteen hundred and ninety-seven, no person shall be employed or licensed to teach in the primary and grammar schools of any city authorized by law to employ a superintendent of schools, who has not had successful experience in teaching for at least three years, or, in lieu thereof, has not completed a three years' course in, and graduated from a high school or academy having a course of study of not less than three years, approved by the state superintendent of public instruction, or from some institution of learning of equal or higher rank, approved by the same authority, and who, subsequently to such graduation, has not graduated from a school or class for the professional training of teachers, having a course of study of not less than thirty-eight weeks, approved by the state superintendent of public instruction. Nothing in this act shall be construed to restrict any board of education of any city from requiring such additional qualifications of teachers as said board may determine; nor shall the provisions of this act preclude the board of education of any city or village from accepting the diploma of any state normal and training school of the state of New York, or a state certificate obtained on examination, as an equivalent for the preparation in scholarship and professional training herein required.

Sec. 5. All acts and parts of acts inconsistent with this act are hereby repealed.

Sec. 6. This act shall take effect immediately.

CHAP. 1041.*

AN ACT to amend the consolidated school law providing for the study of the nature and effects of alcoholic drinks and other narcotics, in connection with physiology and hygiene in the public schools.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Sections nineteen and twenty of article fifteen of the consolidated school law are amended to read as follows:

Sec. 19. The nature of alcoholic drinks and other narcotics and their effects on the human system shall be taught in connection with the various divisions of physiology and hygiene as thoroughly as are other branches for not less than four lessons a week for ten or more weeks in each year in all grades below the second year of the high school in all schools under state control, or supported wholly or in part by public money, and also in all schools connected with reformatory institutions. All pupils must continue such study till they have passed satisfactorily the required primary, intermediate or high school test in the same, according to their respective grades. All regents' examinations in physiology and hygiene shall include a due proportion of questions on the nature of alcoholic drinks, tobacco and other narcotics, and their effects on the human system. The local school authorities shall provide facilities and definite time and place for this branch of the regular course of study. All pupils who can read shall study this subject from suitable text-books, but pupils unable to read shall be instructed in it orally by teachers using text-books adapted for such instruction as a guide and standard, and these text-books shall be graded to the capacities of primary, intermediate and high school pupils. For students below high school grade they shall give at least one-fifth their space, and for students of high school grade shall give not less than twenty pages to the nature and effects of alcoholic drinks and other narcotics, but pages on this subject in a separate chapter at the end of the book shall not be counted in meeting the minimum. No text-book on physiology not conforming to this act shall be used in the public schools except so long as may be necessary to fulfill the conditions of any contract existing on the passage of this act.

Sec. 20. In all normal schools, teachers' training classes and teachers' institutes, adequate time and attention shall be given to instruction in the best methods of teaching this branch, and no teacher shall be licensed who has not passed a satisfactory examination in the subject, and the best methods of teaching it. No state school money shall be paid for the benefit of any district, city, normal or other school herein mentioned, until the officer or board having jurisdiction and supervision of such school has filed with the officer whose duty it is in each case to disburse the state school money for such school an affidavit made by such officer, or by the president or secretary of such board, that he has made thorough investigation as to the facts and that to the best of his knowledge, information and belief all the provisions of this act have been faithfully complied with during the preceding school year.

Sec. 2. This act shall take effect August first, eighteen hundred and ninety-five.

* The above entitled act purports to be an amendment of sections 19 and 20 of article 15 of the Consolidated School Law (chapter 556, Laws of 1894). It intended to amend sections 19 and 20 of title 15 of said Consolidated Law. Article 15 of title 15 of said Consolidated Law relates to "Arbor Day," and does not contain any sections numbered 19 and 20. The said chapter 1041 is deemed to be an independent statute, and not a part of the Consolidated School Law.

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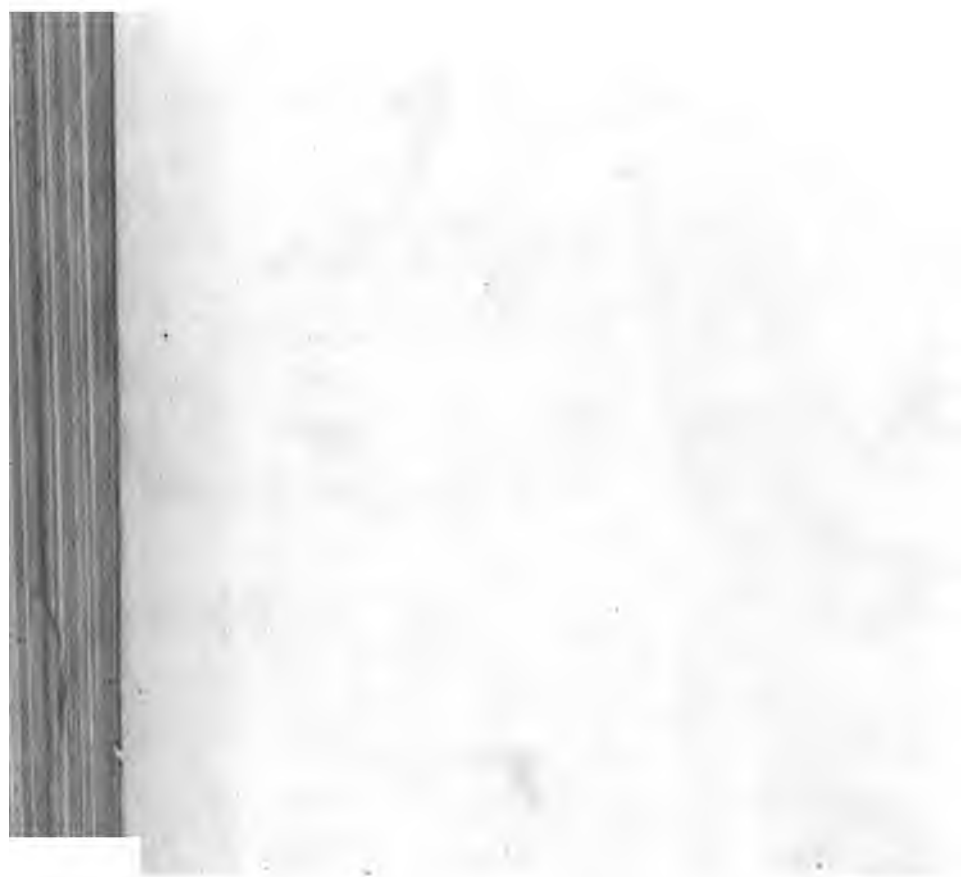
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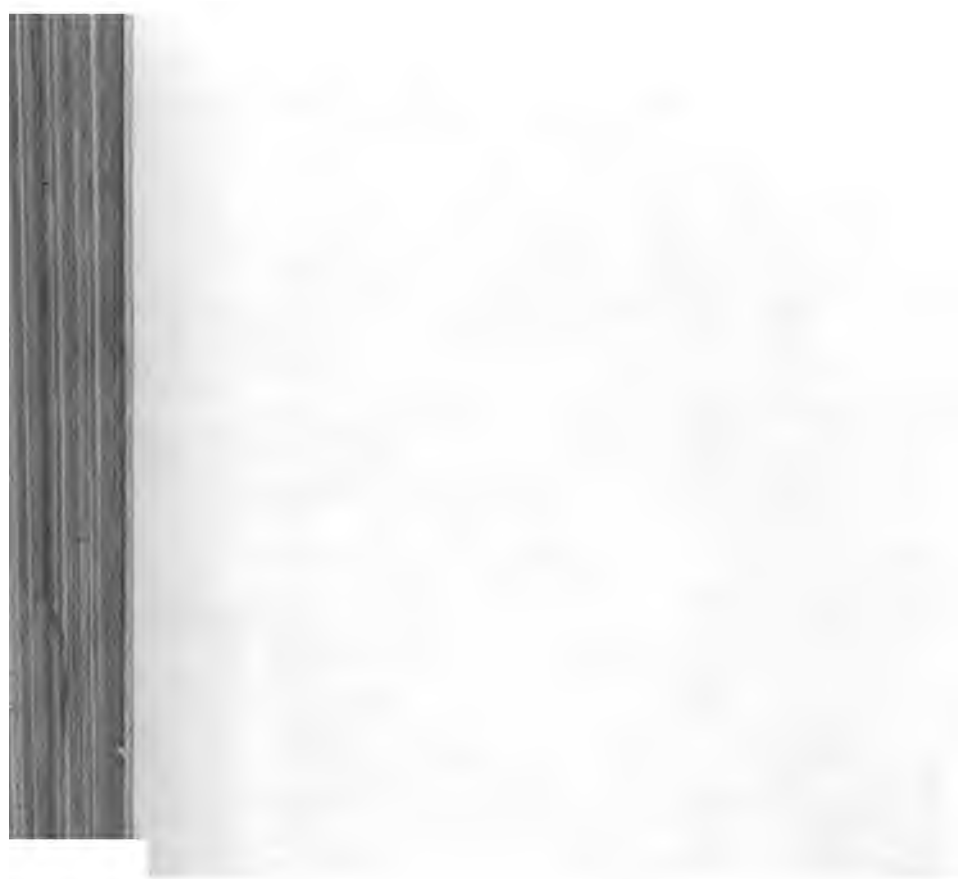
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